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INDIANA

SCHOOL JOURNAL.

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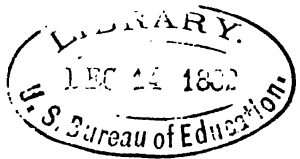
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1880.

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INDIANA SCHOOL JOURNAL.


Vol. XXV.

JANUARY, 1880.

No. 1.

AUTHOR-STUDY BY READING-CLASSES.

E. E. SMITH.

 HE ignorance of even the more advanced students of our public schools, in city and country, concerning the authors whose names are seen in the readers and in newspapers is lamentable. And if our lamentations are extended to all who need them on this score, it is possible that many teachers would receive as copious a shower of tears as their pupils. But wailings and gnashings of teeth over ourselves and our fellow-laborers in the school work, are of but little value if they produce or suggest no practical method of relief. Some persons who write on this and on other subjects pertaining to school work, are like Prudhomme—they go about chopping other men's work to pieces, while for themselves they build up nothing. To others, the proverb "Fine words butter no parsnips," might be suggested as good-food for mental cud-chewing. The thing for the teacher is not *what should be done*, so much as *how shall I go at it?* What model, short, simple, and easily understood, can be suggested as a starting-point, which teachers can improve, change, develop, *remodel*, so as to help them in conveying to their pupils comprehensive, valuable, and useful information about the more prominent authors of our own and other countries.

If any teacher, in blissful enthusiasm, imagines that his bright and earnest pupils are posted about such writers as Longfellow, Bryant, Tennyson, Shakespeare, Alice Cary, Dickens, Bayard Taylor, and others, let him select two of the most admired and most noted writers of each, number the selections 1, 2, 3, 4, etc., give the pupils paper and request them to write the name of the author opposite the given number. We venture he will be surprised at the answers, especially if he give no suggestion as to the list of authors from whose works the names are selected. His surprise will become astonishment if he make inquiries as to nativity, life, other writings, etc., of the authors mentioned, and is informed, as the writer has been, that Longfellow is a celebrated race-horse, that Bryant is an Englishman, that Tennyson was born in Maine, that Shakespeare is a fellow unknown, and that Alice Cary is an operatic singer. Dickens is generally supposed to be a writer of dime novels, and Bayard Taylor a former president of the United States.

Such ignorance as this is inexcusable in children—I beg pardon, young ladies and gentlemen—from fourteen to sixteen years of age, who have been under the teacher's care and instruction for ten or eleven years, who have seen the names time and time again in their books at the close of selections, and who have had sources of information convenient and available in the greater portion of this time. "They have eyes, but they see not."

Some excellent papers on this subject were read at the last meeting of the State's teachers, and published in the *SCHOOL JOURNAL*, but we fear that, in the zeal of the hour, too much was suggested to be done. Amendatory to those articles, the following might be suggested as a substitute for the reading lesson by the Fifth or Sixth Reader class once each week: (Read the suggestions in connection with the diagram.)

Author—WILLIAM CULLEN BRYANT.

BIRTH	{	<i>Place</i> —Cummington, Mass.
	{	<i>Time</i> —November 3, 1794.
DEATH	{	<i>Place</i> —New York City.
	{	<i>Time</i> —June 12, 1878.
	{	<i>Circumstances</i> —

NATIVITY OF PARENTS—American.

EDUCATED..... { *Where*—Brookfield, —
Character of School—Private Academy—Williams College. (Mainly self-educated.)

BEGAN WRITING { *Age at first effort*—Ten or eleven years.
Where—Cummington. (Published in Hampshire Gazette.)
When—1804-5.
First published work—"Embargo"—A Political Satire—1808-1810.

OCCUPATIONS.... { 1. Attorney-at-Law—(Plainfield.) *When*—1815-17.
 2. Attorney-at-Law—(Barrington.) *When*—1817-25.
 3. Associate Editor N. Y. Review. *When*—1825-27.
 4. Editor N. Y. Evening Post. *When*—1827.

WORKS..... { *Kind*— { Prose—Mainly editorials and essays.
 Poetry—Short ballads, etc.
Character—Descriptions of natural scenery—reflections.
Extent—His works show great intellectual labor—many short, few long poems.

NAMES... { "Thanatopsis"—"June."
 "The Ages" (Didactic). (Delivered before S. B. K. of Harvard.)
 "To a Water-Fowl"—"The Skeleton's Cave."
 "The Past."
 "The Flood of Years."
 "Translation of Homer's 'Iliad' and 'Odyssey.'"
 "Letters of a Traveler."
 "The Future Life," etc.

GENERAL INFORMATION...

1. The son of a distinguished local physician—Peter Bryant.
2. He wrote "Thanatopsis" in his nineteenth year.
3. He acquired by private study a knowledge of the Greek, German, Spanish, Italian, and French languages.
4. Editor N. Y. Evening Post for a half century.
5. Wonderful celebration of his 70th birthday.
6. Continued writing after his 80th year.
7. The "poet of nature."

QUOTATIONS.

"So they pass
 From stage to stage along the shining course
 Of that bright river, broadening like a sea,
 As its smooth eddies curl along their way,

They bring old friends together; hands are clasped
 In joy unspeakable; the mother's arms
 Again are folded round the child she loved
 And lost. Old sorrows are forgotten now,
 Or but remembered to make sweet the hour
 That over pays them; wounded hearts that bled
 Or broke, are healed forever. In the room
 Of this grief-shadowed present, there shall be
 A Present in whose reign no grief shall gnaw
 The heart, and never shall a tender tie
 Be broken; in whose reign the eternal Change
 That waits on growth and action shall proceed
 With everlasting Concord, hand in hand."

—"The Flood of Years," (written in his 82d year.

"This little rill that from the springs
 Of yonder grové its current brings,
 Plays on the slope awhile, and then
 Goes prattling into the grove again,
 Oft to its warbling waters drew
 My little feet, when life was young."

—"The Rivulet."

"My spirit yearns to bring
 The lost ones back—yearns with desire intense,
 And struggles hard to wring
 Thy bolts apart, and pluck thy captives thence.
 In vain: thy gates deny
 All passage, save to those who hence depart."

—"The Past."

GENERAL DIRECTIONS.

1. Require each member of the class to procure a blank book about 6x8, that can be written in with pen and ink. Leave the first page for a title page. On page 2 let them put so much of the diagram as precedes "Works;" on page 3, the remainder. On pages 4 and 5, quotations should be written, or a portion of this space may be appropriated to quotations, the remainder to notable incidents or (with an older class) to general criticisms of the author's works and style. Pages 6 to 9, inclusive, may be appropriated to the next author, etc.

2. That part of the diagram common to every subject, *i. e.*, the part printed in small caps. and italics, should be written in *red ink*, to distinguish it from the facts inserted.

3. The facts should be noted on paper, their correctness determined by the diagram on the blackboard filled in at each

author-recitation, and then they should be copied into the blank books and preserved for reference. These blank books the teacher should examine at least once each month.

4. Assign the author for consideration at the next lesson at least one week beforehand. Have prepared a list of reference books, to which the students may go for information. (Lippincott's Universal Biographical Dictionary and Chambers' Cyclopaedia ought to be in every school house. If your trustees won't buy them, get up a subscription, or a school exhibition with an entrance fee, or a walking-match, or a donkey-race, and with the proceeds buy them, and use them, and get the scholars to use them.)

5. Make each lesson on authors a recitation, on which the pupils are to be tested and marked as on any other recitation.

6. Have each pupil prepare not less than three selections from the author for class use if called for, at least one of which should be committed to memory. The pupil is benefited in the way of style, language, and new and good thoughts.

7. If any pupil can find anything of interest and value concerning the author and not likely to be brought forth by the usual questions, give him a chance to tell it as a reward for his industry and an incitement to the others.

8. Don't make an iron bedstead of the diagram and plan suggested, but add to it or subtract from it as suits your time, views, or opportunities.

9. Make the recitation just the length of the reading-lesson, and the chief point to ascertain what the pupils have learned, not to impress them with what you know.

10. Make haste slowly.

PURDUE UNIVERSITY.

9 PRIMARY ARITHMETIC.—II.

ELI F. BROWN.

THOSE who succeed best in teaching primary classes in arithmetic begin the work very early in the course. They give one exercise each day. They avoid extending one of the fundamental operations to a great degree before dealing with the oth-

ers. They aim at correct and ready computations within very narrow limits rather than at rapid advancement into processes, that the pupils may not comprehend, and in which they are likely to make mistakes. The limit of work for the first year in graded schools in which the Grube Method is practiced, is from one to four inclusive. In the second year, it is from one to ten inclusive. If by the end of the second year a pupil can write and read numbers to one thousand, can readily combine 1's, 2's, 3's, 4's, and 5's within results not exceeding twenty or twenty-five, can perform all the fundamental operations within these limits, can take the one-half, one-third, and one-fourth of small numbers, can apply these operations to simple, concrete problems, he is well prepared to advance if he remains in school. If he is so unfortunate as to quit the school, he is to a fair measure prepared to deal with the simple business problems that he will meet. When it is remembered that about fifty per cent. of the pupils who enter school cease to attend by the end of the second year, it is evident that what and how they are taught during these two years become very important.

What is known as the Grube Method should be used by every primary teacher to suit his own plans of work. The teacher in endeavoring to follow the method should not lose sight of what is clear in his own mind. The teacher in attempting to teach all the processes at once should guard against confusion arising from presenting too many difficulties at once. This difficulty is avoided by slow, sure advancement, and by much intelligent drill.

Having mastered the work with one and two, the number three is treated:

THREE.

The number is learned in its pure form, and the pupil's concept tested by the recognition of groups containing three. The pupil is taught to write and read both the word and character. Three is then measured by one:

$$1+1+1=3.$$

$$3\times 1=3.$$

$$3-1-1=1.$$

$$3\div 1=3.$$

The pupil learns by use of objects if need be. He is led to state, one and one and one are three, three times one are three, three less one less one are one, three contains one three times. These statements may be varied somewhat in form. The artfulness of the pupil will produce statements quite as expressive. The judgment of the teacher must determine the correctness of the forms of expressions. Three is then measured by two:

$$2 \div 1 = 3.$$

$$1 \times 2 + 1 = 3.$$

$$3 - 2 = 1.$$

$$3 \div 2 = 1 \text{ (1 remainder.)}$$

These relations are to be learned and stated. The last may be given, two is contained in three once and one over; or, two may be taken from three once, and one remains. The class may then be drilled on a great many questions involving these relations, like the following:

Three is two more than what?

One is two less than what?

One is one less than what?

One and two are how many?

Three is three times what?

These questions will serve to test the class in their comprehension of the relations. The work may then be extended by miscellaneous formulas, as:

$$3 - 1 - 1 =$$

$$2 + 1 - 1 =$$

$$3 - 2 + 1 =$$

$$1 + 1 + 1 - 2 =$$

$$3 - 2 \div 1 =$$

$$3 - 1 - 1 + 2 =$$

$$2 \times 1 + 1 =$$

Such relations as are indicated in these formulas may be *stated* orally by the teacher, and the class required to make the solutions rapidly. Simple, practical problems may be given after the class comprehend the combinations, and can readily solve the abstract cases, similar to the following:

A girl had three spools and lost two. How many had she left?

I have one cent and Mary has two more than I have. How many has she?

The class, after having been drilled in a spirited manner for ten minutes, should, upon going to their seats, be required to clean slates, to copy the various formulas from the board, and to write the correct answers. This work should be done in a neat manner, and the whole be retained upon the slate for the teacher's inspection and mark.

FOUR.

As in the case of two, and of three, the number four is learned by the pupils in its pure, applied, and written forms. Four is measured by one:

$$1+1+1+1=4.$$

$$4 \times 1 = 4.$$

$$4-1-1-1=1.$$

$$4 \div 1 = 4.$$

Four is measured by two:

$$2+2=4.$$

$$2 \times 2 = 4.$$

$$4-2=2.$$

$$4 \div 2 = 2.$$

Four is measured by three:

$$3+1=4.$$

$$1 \times 3 + 1 = 4.$$

$$4-3=1.$$

$$4 \div 3 = 1 \text{ (1 remains.)}$$

The measuring should be followed by questions involving the relations, like the following:

Four is two more than what?

Four is three more than what?

One is how many less than four? etc.

Questions involving double and half may be used as follows:

Of what is four the double?

Two is the half of what?

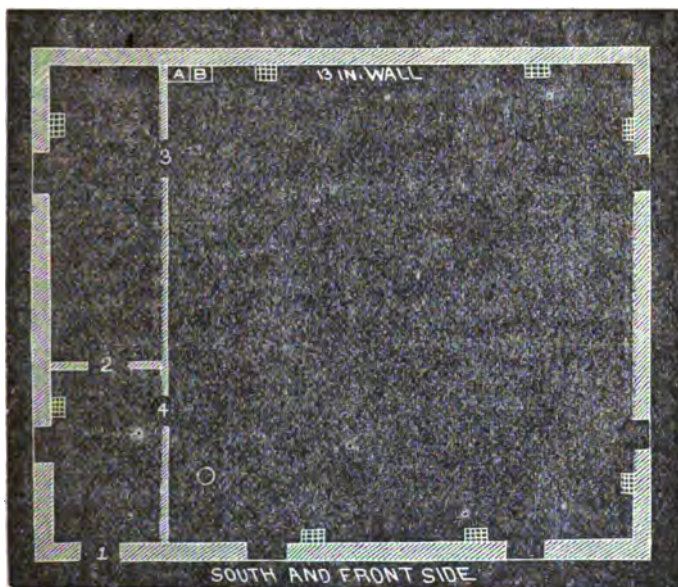
What is the half of two? etc.

Miscellaneous formulas may be put upon the board and the class drilled upon them.

Oral statements, involving similar combinations, may be made by the teacher, and the class required to follow and give the result. In drilling on board exercises, the eye of the pupil is employed. The oral statement uses the ear. The change is a relief. In all this work there should be close attention, ready movement, clear language, emulation, neat slate work, neat blackboard work, well formed figures, appreciation of pupils' work, and regular preparation and inspection of slate exercises.

INDIANAPOLIS HIGH SCHOOL.

A MODEL SCHOOL HOUSE.



[Ground Plan.]

DESCRIPTION.

The above is the ground plan of a brick building one-story high. Dimensions, 32 feet wide by 38 feet long, with ceiling 14 feet in the clear; outside walls, 13 inches; partition walls (frame), 8 inches; a solid stone foundation, $4\frac{1}{2}$ feet high, 2 feet below ground and $2\frac{1}{2}$ feet above.

Ventilation—Secured by making a double floor that receives

the foul air which passes from the room through the ventilators, thence out the ventilating shaft, which is fixed in the chimney, marked (a).

Roof—Self-supporting, shingle-constructed, with slopes extending the long way of building; a neat belfry on the south end of the comb.

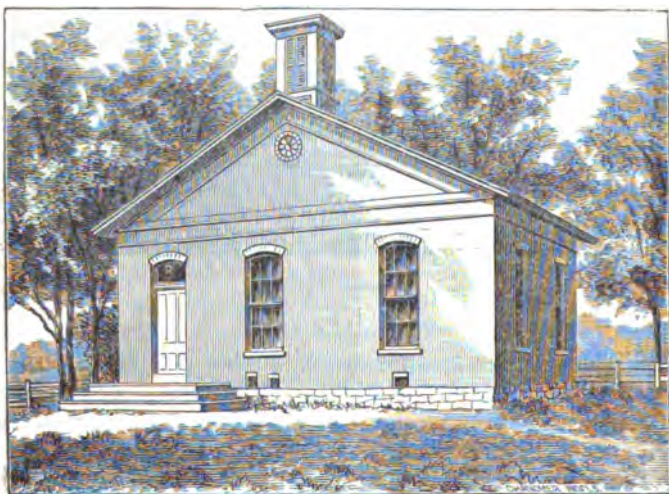
Rooms—Three; main school-room about 30x30 feet in the clear. A partition wall cuts off eight feet from west end of entire building; this is again divided into two rooms, known as entrance or ante-room and cloak-room; entrance-room, 8x12 feet, and cloak-room, 8x17 feet.

Doors—Four, known as entrance door, (No. 1); cloak-room door, (No. 2); pupils' door, (No. 3); and teacher's door, (No. 4). Entrance door, large; others, common size; transom over each door.

Windows—Six; two in each end, and two in south side; each 5½ feet from nearest inside corner. Arched windows, with weights and cords, contain twelve lights 24x12 inches.

Blackboard—All available space of school-room, commencing two feet from floor and extending up five feet.

Stove—Between teacher's door and first south window; under stove is the mouth of cold-air receiver; teacher's platform and desk between pupils' and teacher's doors.



[View of the Front Elevation.]

All round the top of school-room is a moulding from which to suspend pictures. Teacher's closet in corner by chimney. There are eight ventilators which allow the warm foul-air to pass from the room, between the floors, thus avoiding cold feet.

This building was planned by the following committee of Delaware county: H. S. McRae, L. G. Saffer, D. H. H. Shoemaker, and James Maddy, trustee of Center township. P. H. D. Bandy, of Muncie, was the architect. Two houses like this were erected in 1877, and they so pleased the people that six others have since been constructed upon the same plan. All these houses are seated with single desks, with the largest arranged to the teacher's left, and smallest to his right. Cost of building ranges from one thousand to twelve hundred dollars. At a meeting of the county superintendents of eastern Indiana, this building was visited by those attending, and it was pronounced by them the best they had seen for convenience, light, and ventilation.



[School House of ye olden time.]

In order to comply with many requests, I hereby submit this hurried description for publication in the SCHOOL JOURNAL.

A. W. CLANCY, Sup't Delaware County Schools.

LAZINESS is premature death. To be in no action is not to live.

THE BEGINNING WORK IN COLLEGE.

JOHN E. EARP.

COLLEGES are the outgrowth of a system of education which had in view almost exclusively preparation for the learned professions. The universities of Italy, France, Germany, and England were not intended to develop a well balanced culture such as all men need, but to prepare certain classes of men for their respective vocations.

The American college does not do university work, and does not have in view the same objects as the university. Its object is to do a work which shall be equally useful to the farmer, tradesman, artist, lawyer, doctor, clergyman. There would be no impropriety in establishing a college for training professional men exclusively; in such case, however, the institution should not invite other classes of students to its halls. The first requisite of all schools is honesty; particularly, they should do what they claim to do, and not claim to do what they do not do.

There is an evident tendency on the part of nearly all colleges to attempt university work; just as there is an attempt in many high schools to do college work. To this there can be no objection, providing the college has the ability to develop in that direction, and is doing with the highest degree of efficiency possible, the legitimate work of the college. The first duty of the college, however, is, manifestly, to do its legitimate work, namely, to provide that general culture which shall be equally adapted to all classes of persons. Until this is done, it indicates a failure to appreciate the proper sphere of the college to undertake higher or other work.

College education should attend equally to physical, moral, and intellectual development. Confining our attention at present to the intellectual training, it would seem reasonable to say that first of all every youth should be made acquainted with the qualities, relations, and uses of the things with which he comes into daily contact; that is, the elements of science, which may be made to include mathematics and keeping accounts. Secondly, every youth ought to be taught how to comprehend and

express the thoughts of others as found in books. In other words, he should be taught to read. Thirdly, every youth should be made able to express intelligibly, and even attractively, his own thoughts; that is, he should be able to write and speak—composition and elocution.

If the present age is developing any new idea, it is the importance of an acquaintance with the simple things about us—natural history, geography, physiology, botany. Yet the time has not arrived when the average youth, applying for admission to college, has even a superficial knowledge of them. These, therefore, should be taught by the college among the first things it teaches at all.

With equal propriety, it may be said that the average applicant for admission to college does not know how to read. He knows how to pronounce, in an imperfect manner, words, but he does not know how to write them according to any recognized standard, and he does not know what they mean; much less does he know how to get at the meaning of a piece of composition. The average applicant for college could not, after studying two hours, give you the points made, in one-tenth of the selections found in Appleton's Fifth Reader. I will venture to say as much, indeed, of the average student who has been a year in any of the preparatory schools of our colleges.

As to expressing the meaning contained in ordinary books, as in oral reading, I do not overstate the truth in saying that, of the two hundred sophomores in the Indiana Colleges, most of whom have been at college for four years, not one-half of them would be able to read the Sermon on the Mount, or Thanatopsis, with any credit to themselves.

As to composition and public speaking, certainly every one can see their importance. We need not think now of writing like Addison, or speaking like Webster, but it would look reasonable that every youth should be able to describe a fine edifice, a journey, personal experience, opinions of books, and similar themes intelligibly and attractively, both in writing and in extempore or prepared speech. I scarcely need say that this can not be done by the average applicant for college. The fact is patent to all familiar with colleges.

It will be held that this kind of work belongs to the high schools and graded schools, that it is below the legitimate col-

lege work, that the college has not time for these things. This is all very true, but we must take things as they are. If the applicant for college does not possess these attainments, and if these, for general culture, are the foundation, the essentials, is not the college under obligation to pursue one of two courses; either to reject every candidate who can not pass on these requisitions, or to provide him with instruction in such exercises as will enable him to pass them? Is it to the best interest of our young men and women to build without proper foundations? Would it not be better to lay good foundations, though our structure should not rise far above them, than to build lofty edifices in the sand? Indeed, is it not the growing conviction of disinterested but thoughtful men, that a practical knowledge of things, and the ability to read well, speak well, and to write one's own thoughts clearly and forcibly is better than the results usually attained in our colleges?

INDIANA ASBURY UNIVERSITY, Dec. 6, 1879.

A FEW SUGGESTIONS ON SPELLING.

BY W. H. T.

THE subject of spelling, especially reform in spelling, is demanding the attention of many of our leading educators. But while they are discussing the feasibility of such a reform and the various methods in which it should be brought about, the spelling of the language as we have it should not be neglected.

How to teach spelling, is a question that often perplexes the teachers of the ungraded schools in our rural districts. "Variety is the spice of life." So in teaching spelling, variety is essential to continued interest. If one method is pursued constantly, it becomes monotonous, interest lags, lessons are not learned, and the pupil falls into a careless way of spelling. To keep the pupil interested then, we must have something new to put in the place of the old as soon as there seems to be a lack of interest or attention.

A few suggestions are given below which may prove beneficial to some of my fellow workers. For the older scholars in

the school, the following plan will be found useful and interesting. Write upon the board and request the pupils to copy these directions:

1. Pronounce the word.
2. Spell the word.
3. Name the part of speech.
4. Define the word.
5. Give a sentence containing the word, taking care to avoid the use of personal pronouns.
6. State facts, if possible.

For each lesson give words such as *ate, all, aunt, baize, and bad*. On the next day require these words and all others like them in pronunciation, but unlike in meaning and spelling, to be given by the pupils in accordance with the foregoing directions. The lessons under these directions may be varied with interest and profit, by giving out pairs of words that are often confounded, as: *affect, effect; assistance, assistants; decease, disease; emigrate, immigrate*. Always require the pupil to give a sentence in which the word is correctly used. Other methods of variation will be found by those teachers who are anxious to keep up an interest.

For written spelling, the following method may prove beneficial. Give out a certain subject and require the pupils to write all the words they can find pertaining to it, thus:

Words relating to Trees.

Root,
Trunk,
Branches,
Leaves,
Flowers,
Fruit.

Words relating to Books.

Dictionary,
Diary,
Ledger,
Octavo,
Edition,
Etc.

This plan may be carried to a considerable extent, taking up the flowers, the familiar wild animals, the birds; then following the trades, professions, and different kinds of business. Always require the lists to be brought in for correction.

These methods will, no doubt, suggest others equally as good for maintaining the interest which is so desirable in this subject, and will prove very beneficial in requiring the pupil to study the dictionary.

WORTHINGTON, OHIO.

THE GAME OF TWENTY QUESTIONS.

ARRANGED FOR PRINCIPALS AND SUPERINTENDENTS OF GRADED SCHOOLS.

1. Did you ever notice that the pupils that you receive from other schools are very poorly prepared for the grades to which they pretend to belong?
2. Can this lack of preparation be accounted for on the hypothesis that the pupils deceive you by falsely asserting that they belong to grades which they have not reached?
3. Have you ever heard of your own pupils playing the same part in the towns and villages to which they remove? Do other principals hold them to be below grade?
4. Have you ever admitted the idea that this could be?
5. What reason, aside from your supervision, is there to suppose that the schools of your town are better than those of other places from which you receive pupils?
6. Are your assistants chosen from a class superior to that from which other graded schools are supplied?
7. Do any unusual motives of selection prevail in your town?
8. Again; how strong is your supervision?
9. Have you been able to make a weak woman strong in school government?
10. Have you been able to educate an ignorant teacher?
11. Have you been able to give the foolish teacher judgment?
12. Can you prevent your Board from appointing persons who belong to the last three classes mentioned?
13. Do you, as a practical fact, succeed in ridding yourself of such assistants?
14. Is it possible, in these pupils, that you receive from other schools, to see yourself as others see you?
15. Do you teach your pupils to *explain*?
16. Why?
17. When a pupil recites an explanation which he has *learned*, is it positive proof of his knowing the thing explained?
18. Have you treated it as positive proof?
19. Is it possible to account for the fact of this general com-

plaint of scholars, who are below grade, by the hypothesis, that to the pupil an answer is a form of words to be handed back to the teacher by which to escape further questioning, and that experience tells him to use the teacher's own words for this purpose?

20. Does the readiness, spontaneity, and originality of the pupil's answers forbid this hypothesis? If not what does?

W. WATKINS.

KEEPING THE LEAD.

S. D. CRANE, SUPERINTENDENT LAGRANGE COUNTY.

IT is hardly sufficient for educators to simply keep up with the times; they must, in some degree, take the initiative; they must go ahead and break the ice. It is probable that all superintendents have an acquaintance with teachers who, although they study, have ceased to grow, and have become fixed or stereotyped. In this condition, though they go through all the formalities of school teaching, perform, apparently, every known duty, even go so far as to review the lessons in advance; yet, their schools make but little progress; there is a lack of interest, and the teaching is nearly lifeless. Now, what is the trouble with these teachers? Have they reached the limit of their capacity? It is certainly to be hoped that they have not, and it is the earnest desire of all school officials to make a proper diagnosis of their cases, and discover the remedy applicable to them.

From a careful observation it will be found in many instances that their so-called *study* is nothing but a loose and unsystematic reading; that much of the reviewing is done in a mechanical way as a matter of duty, and not because of any particular interest or love for the work; and who does not know that when we eat food without a particle of appetite or relish for it, that it does not digest well, and consequently does not furnish nourishment?

Again; there is too much beating around in the same track. The man who has become lost, often travels around in a circle, and though he puts forth great energy, travels fast, and perseveres, yet will he continue till he sinks of exhaustion, to die

and be no nearer home than when he began. In every enterprise of life it will frequently be found best to lay aside, for a time, some of our old ways and take a new tack. There are many ways of approaching a subject, and we will do well to learn a number of them, so that when we do not succeed in one, we may try another. Sometimes when a subject seems to have been exhausted, it will be found to be owing to our not having the right tools for its study, and if we lay it aside for awhile and take up something new, we will often in that way supply just the needed implement.

Teachers should have something to study as well as something to read, and since this study, if pursued alone, is likely to be neglected, it is best to have some one to whom we may recite; and, because those who study alone are apt to get narrow views of a subject, it is best to have a number in a class that they may have the benefit of each other's opinions. To secure this, we have adopted "Johonnot's Principles and Practice of Teaching," and "Shaw's English and American Literature," as a course of study for our teachers. Our plan is to assign a lesson long enough for one month's work and appoint a teacher to conduct a recitation at the township institute, then assign another lesson, and so on, till we have completed the course. We learn *more* of the *laws* upon which the science of teaching is based, and do *less* hunting around for *best*(?) methods, without knowing *why* they are best. It is an experiment with us, but we expect to succeed in enlarging our capacity and improving our teaching. Do you think we shall do it?

COMPULSORY EDUCATION.

W. W. CHESHIRE, SUPERINTENDENT LAKE COUNTY.

BEFORE a State should pass a law affecting the entire property of the State, the property owners should, in some sense, be consulted. Now-a-days the intelligent tax payer wishes to be consulted, and if law-makers ignore him, they are likely to be affected by his action at the next general election. A compulsory educational law would affect every property owner in the

state; and whatever measure tends to the best interest of the state, tends also to the best interest of individual tax-paying citizens, as well as to the best interest of the youth. The primary object of state schools is that *all* children of the state may have the benefit of a practical education, and is based upon the belief that education in its proper sense—that intended to be given by the schools—will give to the state greater peace, security, and prosperity than will ignorance. That the young should become educated is now conceded by all. The chief question under discussion is: Shall the young be compelled to avail themselves of the means which the state provides for their education.

The affirmation of the question would not use the word "compel" in its tyrannical sense, but with as much legal power in it as in the law that compels the tax payer to pay a tax with which the school house is built. To *compel* from the earnings of the people a fund to build school houses, furnish fuel, maps, charts, chalk, apparatus, and all other appurtenances which modern art can devise for the comfort and convenience of pupils, and then allow the very persons for whom all this outlay has been made to do as they may choose as to whether they will accept or reject such favors, is very bad economy, if we call it nothing more.

The state, in looking over its territory, finds that it has a large number of children that ought, for its own good, to be educated, and thereupon assumes the guardianship of them, and after taking upon itself this very important office, sets to work to accomplish the desired end. The means used, as already indicated, the building of houses, procuring teachers, and other appliances for the work are secured at great expense to the state. In a government like ours every tax payer claims the right to know what use is made of the funds which his earnings help to support; and what is more, he claims the right to decide for himself as to whether the end justifies the means. For the state to assume the guardianship of its children and then allow its wards to have complete control of their time, and grow up in ignorance, is, to say the least, very bad faith. Taking the guardianship of a child implies the performance of all the duties known to the law on the part of the guardian, and one of the most important of those duties is to see to it that that child be not allowed to grow up in ignorance, and thereby endanger the

peace of community; and whatever, in this regard, is true of one child is true of any number of children. Whatever, in this regard, is true of a guardian and one ward, is true of a state and all its wards. Mr. Murray, in the *Golden Rule*, speaking of keeping the children out of the bad influences of the streets, says parents should make their homes pleasant and attractive, by furnishing them with good books, nice pictures, pleasing playthings, etc.; and Rev. W. Hinkley, in the March number (1878) of the *School Journal*, closes his most interesting article upon compulsory education by saying: "Make the habit of acquiring knowledge so pleasing in itself that the children and youth will seek our school houses and educational halls as they would seek the springs and fountains of water to quench their thirst."

The opinions of these gentlemen are entitled to great respect, but if a theory advanced by them contain an error, there can be no good reason why it should not be pointed out. There can be no doubt that if their theory could be closely followed by parents and teachers a great reform would be wrought in our families and schools; but it is certainly unsafe to expect the educational demands of a country like ours will be met by an attempt to carry out such a theory. In the first place, comparatively few families are able to make their homes so very attractive by the means suggested; and in the second place, very few teachers, with their present surroundings, especially very few in the country places with their 20x30-school house can make the attractive place that Rev. Hinkley pictures in his mind's eye as he writes; and in the third place, could all homes and all schools be the attractive places that the most fertile imagination can picture, still many a youth would turn his back upon them and go from home to drink and carouse, or from school to grow up in ignorance and vice.

It is claimed that a compulsory law would fill our schools so full that the expense of building school houses and maintaining schools would be greatly increased. Now, if the State is in earnest in the matter of economy, this suggestion is sheer nonsense. Ignorance, the primary cause of vice and crime, is a most expensive luxury. The state can not afford to allow any of its children to grow up in ignorance. Would not the decrease of criminal expense, in a short time, offset the increase in educational expense?

It would be better to shorten our present school term, and have all the children of the given age in the schools than to continue the present system of tax gathering for the support of the schools, with only a part of those for whom the schools are provided, in attendance. Since each, according to his financial ability, is compelled to contribute of his means to the support of this plan of education, then it should follow, as a matter of course, that *all* who are not availing themselves of some other means of becoming educated, should be compelled to attend the state schools. A compulsory law need not in any sense interfere with private institutions. It would say to every child, "you must become educated." "Take your choice of schools," "but you must choose one and attend it in sound earnest." Such a law would be a great benefit to the worthy private schools, and the benefit to individuals and to society can not now even be approximated.

Statistics show an alarming state of affairs. New York City has 100,000 children not in school; Wisconsin, 5,000; Indiana, 60,000; Pennsylvania, 75,000. In South Carolina, more than one-half the children attend no school. Estimating the whole country by these figures and we have in the United States not less than 1,500,000 children who attend no school. These facts mean something. We must claim that all shall become educated or we must grant that ignorance is as desirable as is intelligence.

The history of our country shows that the destiny of the nation may be in the hands of a single voter, and yet in the face of this fact this voter and a million others are allowed to grow up in ignorance because their great guardian who assumed the guardianship of all the children failed to do his whole duty. It is not pleasant to contemplate that this *casting* vote may be in the hands of one who has been allowed to grow up wholly ignorant of the wants of the country. The state is derelict of its duty if it fails longer to protect itself against the flood of ignorance which abounds.

It is claimed by some of the opponents of compulsory education that the child's religious nature would not be properly cared for, that the teachers in the public schools might take advantage of such a law to put forth their own peculiar sectarian views. If this could be done under a compulsory law, why is it not attempted under our present law? This argument amounts to

nothing. The rigid sectarian teacher is no longer acceptable in the public school. The masses have come to believe that each has religious rights which all are bound to respect. It is now generally conceded that the teacher, whatever may be his own sectarian views, must mark out a line of moral teaching that will be acceptable to all and distasteful to none. The religious world is becoming more charitable and more liberal, and there is no reason why the most zealous Catholic and the most rigid Protestant may not attend the same school without, in any sense, endangering the right of either, it being understood that the state would enforce the peculiar views of neither.

Mr. Hinkley says, in his article referred to, "There are three instrumentalities by which the work of education may be carried on; these are the church, the state, and voluntary effort. It must be admitted that there is a large number of children that are not reached by any of these instrumentalities, and that these need the influence of education more than any other class."

Now, let the compulsory law be added, and we reach every child in the state; and whether every one becomes educated or not, it is plain to be seen that this additional instrumentality will very materially affect those not affected by the other three. Moral suasion reaches a part very effectually; add to it the proper compulsory measures and you reach all; and, although some may defy all these instrumentalities, it is presumable that a much smaller number will grow up in ignorance than we now see under the instrumentalities in use. A compulsory law for teachers and school officers, without compulsion for the pupils is an incomplete, indefinite, unsatisfactory system of education, which does not give value received to the state for the vast amount expended in its support. A few brief statements:

1. A compulsory educational law can, in no sense, limit parental authority, where that authority is exercised for the good of the child, because the school, under proper circumstances, will unite its efforts with those of the parent. Where parental authority is exercised to the bodily hurt of the child, the law already presumes to interfere. So, also, it should, where that authority is exercised to injure the child morally or intellectually.

2. State schools, under the existing inefficient law, are not allowed to interfere with the religious beliefs of any; neither

would they be allowed so to interfere under the more complete system of compulsory education.

3. Should the resources of the family be lessened by the withdrawal of the children from day labor, it would be cheaper for the state to supply such deficiency than to allow children to grow up in ignorance. Besides, compulsory laws do not usually extend to an age that renders the labor of children profitable.

4. If a complete system of education would be a dangerous power in the hands of the government, then the government should have nothing whatever to do with educational matters.

5. If the expense of the schools would be increased by such a law, the criminal expense would be decreased more than enough to offset such increase.

6. Under the compulsory system it would be just as easy and proper for the enterprising teacher to develop the purest and best faculties and affections of the child as under the existing systems, whether public, church, or private.

7. To build school houses, improve the system of instruction, etc., and to bring the children into the schools by moral suasion, or to educate them by making the home and the school very pleasant and attractive, etc., *will not* reach all.

8. To compel the tax payer, the school officers, and teacher, by law, and leave the children at perfect liberty to choose between ignorance and vice on the one hand and culture and virtue on the other is unjust to all parties concerned.

9. It would be as reasonable to try to make the schools so pleasing and profitable to the community of tax payers, that each would walk voluntarily up and pay his *pro rata* to the support of them, as to expect to make them so pleasing that the children would attend them without compulsion.

THE OLD SCHOOL MASTER.

LEE O. HARRIS.

He sat by his desk at the close of the day,
For he felt the weight of his many years;
His form was bent, and his hair was gray,
And his eyes were dim with the falling tears.
The school was out, and his task was done,
And the house seemed now so strangely still,
As the last red beam of the setting sun
Stole silently over the window-sill.

Stole silently into the twilight gloom ;
And the deepening shadows fell athwart
The vacant seats and the vacant room,
And the vacant place in the old man's heart ;
For his school had been all in all to him,
Who had wife, nor children, nor land, nor gold,
But his frame was weak and his eye was dim,
And the fiat was issued at last—"Too old."

He bowed his head on his trembling hands
A moment, as one might bend to pray ;
"Too old !" they say, and the school demands
A wiser and younger head to day.

"Too old ! Too old !" these men forget
It was I who guided their tender years ;
Their hearts were hard, and they pitied not
My trembling lips and my falling tears.

"Too old ! Too old !" It was all they said.
I looked in their faces one by one,
But they turned away, and my heart was lead ;
"Dear Lord, it is hard, but thy will be done."
The night stole on, and a blacker gloom
Was over the vacant benches cast ;
The master sat in the silent room,
But his mind was back in the days long past.

And the shadows took, to his tear-dimmed sight,
Dear, well-known forms, and his heart was thrilled
With the blessed sense of its old delight,
For the vacant benches all were filled ;
And he slowly rose at his desk and took
His well-worn Bible, that lay within,
And he said, as he lightly tapped the book :
"It is the hour—let school begin."

And he smiled, as his kindly glances fell
On the well-beloved faces there—
John, Rob, and Will, and laughing Nell,
And blue-eyed Bess, with the golden hair,
And Tom, and Charley, and Ben, and Paul,
Who stood at the head of the spelling class—
All in their places—and yet they all
Were lying under the grave-yard grass.

He read the Book, and he knelt to pray,
And he called the classes to recite,
For the darkness all had rolled away
From a soul that saw by an inward light.
With words of praise for a work of care,
With kind reproof for a broken rule,
The old man tottered, now here, now there,
Through the spectral ranks of his shadow school.

Thus all night long, till the morning came,
And darkness folded her robe of gloom,
And the sun looked in, with his eye of flame,
On the vacant seats of the silent room.
The wind stole over the window-sill,
And swept through the aisles in a merry rout,
But the face of the master was white and still ;
His work was finished, and school was out.

COMMENTARY ON THE SCHOOL LAW OF INDIANA.

I.

INTRODUCTION.

The School Law of Indiana is one of the most complicated of all the laws on our statute books. Since the revision of the law in 1865, it has been amended twenty-seven times, seven supplemental sections have been added, and twenty-two new school acts have been passed. Thus the law now seems to be a piece of patch-work. In some cases it is difficult to determine what sections are in force; in others the language is so ambiguous that it is difficult to interpret it, while in some the law is contradictory.

The successful management of the schools depends to a great degree upon a correct understanding of the law under which they are administered. This commentary has been prepared for the purpose of aiding school officers and teachers in their interpretation of the law. The voluminous correspondence of the Department of Public Instruction attests the fact that such a work is needed.

Such portions only of the law as pertain to the duties of school officers and teachers are commented upon. The law has been analyzed and arranged by subjects. Where a part of the law embraced two different subjects, and it could not be properly separated, it has been quoted and commented upon under each head. The comments include most of the official opinions sent out from the Department of Public Instruction. When the opinions of former State Superintendents have been inserted, they have been inclosed in quotation marks. The comments are supplemented by copious extracts from decisions of the Supreme Court.

II.

COUNTY SUPERINTENDENTS—THEIR APPOINTMENT AND DUTIES.

THE LAW.

SECTION. 33. The township trustees of the several townships shall meet at the office of the county auditor of their respective counties, on the first Monday of June, eighteen hundred and seventy-three, and biennially thereafter, and appoint a county superintendent, who shall be a citizen of such

county, whose official term shall expire as soon as his successor is appointed and qualified, who, before entering upon the duties of his office, shall take and subscribe an oath that he will faithfully perform his duties as such officer according to law, which oath shall be filed with the county auditor, and shall execute a bond, with freehold surety, to the approval of the county auditor, payable to the State of Indiana, in the penal sum of one thousand dollars, conditioned that he will faithfully discharge his duties according to law, and faithfully account for, and pay over to the proper persons all money which may come into his hands by reason of such office, and thereupon, the county auditor shall report the name and post-office address of the person appointed to the Superintendent of Public Instruction: *Provided, however,* That the board of county commissioners shall have power to dismiss any county superintendent for immorality, incompetency, or general neglect of duty, or for acting as agent for the sale of any text-book, school furniture, or maps; but no county superintendent shall be dismissed without giving him written notice, under the hand and seal of the auditor, ten days before the first day of the term of the court of commissioners, at which the cause is to be heard, and the said notice shall state the charges preferred against the superintendent, the character of the instrument in which they are preferred, whether petition, complaint, or other writing, and the name of those preferring the same. And the duties required of the school examiner by this act shall hereafter be performed by the county superintendent. Whenever a vacancy shall occur in the office of county superintendent, by death, resignation, or removal, the said trustees, on the notice of the county auditor, shall assemble at the office of such auditor and fill such vacancy for the unexpired portion of the term, in the manner herein provided, and the county auditor shall be clerk of such election in all cases, and give the casting vote in case of a tie, and shall keep the record of such election in a book to be kept for that purpose.

SEC. 39. The county superintendent shall have the general superintendence of the schools of his county. He shall attend each township institute at least once in each year, when he shall preside at the same and conduct its exercises. He shall visit each school of the county at least once each year, for the purpose of increasing their usefulness, and elevate as far as practicable the poorer schools to the standard of the best. He shall encourage teachers' institutes and associations, and shall labor in every practicable way to elevate the standard of teaching, and to improve the condition of the schools of the county. In all controversies of a general nature arising under the school law, the opinion of the county superintendent shall first be sought, whence an appeal may be taken to the State Superintendent on a written statement of facts, certified to by the county superintendent: *Provided,* That nothing in this act shall be so construed as to change or abridge the jurisdiction of any court in cases arising under the school laws of the State, and the right of any person to bring suit in any court in any case arising under the school laws, shall not be abridged by the provisions of this act. He shall at all times carry out the orders and instructions of the State Board of Education and the Superintendent of Public Instruction, and shall constitute the medium between the State Superintendent and subordinate school officers and the schools: *Provided,* That city schools having a superintendent employed by their board may, at the request of said board, be exempt from the general superintendence authorized in this section.

SEC. 34. Said county superintendent shall examine all applicants for license as teachers of the common schools of the State, by a series of written or printed questions, requiring answers in writing, if he wishes so to do, and in addition to the said questions and answers in writing, questions may be asked and answered orally; and if, from the ratio of correct answers and other evidences disclosed by the examination, the applicant is found to possess a knowledge which is sufficient in the estimation of the superintendent to enable said applicant successfully to teach in the common schools of the state,

orthography, reading, writing, arithmetic, geography, English grammar, physiology, and the history of the United States, and to govern such school, said superintendent shall license said applicant for the term of six months, twelve months, eighteen months, or two years, according to the ratio of correct answers and other evidences of qualification given upon said examination, the standard of which shall be fixed by the superintendent, and applicants before being licensed shall produce to the superintendent the proper trustees' certificate, or other satisfactory evidence of good moral character: *Provided*, That after an applicant has received two licenses in succession, for two years in the same county, the superintendent thereof, after the expiration of the last license issued, may renew the same without a re-examination, at his discretion.

SEC. 37. The county superintendent shall hold at least one public examination in each month in the year, in his county, and in no case shall he grant a license upon a private examination, and all licenses granted by him shall be limited to the county in which they are granted.

SEC. 36. The county superintendent shall have power to revoke licenses granted by him or his predecessors, for incompetency, immorality, cruelty, or general neglect of the business of the school, and the revocation of the license of any teacher shall terminate the school which such teacher may have been employed to teach.

SEC. 41. The county superintendent shall, on or before the 15th day of May, annually make out and forward to the State Superintendent the enumeration of their respective counties, with the same particular discrimination required of the trustee.

They shall, on or before the 15th day of September, annually furnish the statistical information, which trustees are required to report to them in such form as may be prescribed by the Superintendent of Public Instruction. They shall also furnish with such statistical report such additional information embodied in a written report relative to the condition of the schools, school houses, and the general progress of education, etc., in the county, as the State Superintendent may, from time to time, call for. On failure of any county superintendent to make his report of enumeration by the 15th day of May, his county shall be subject to a diminution of twenty-five dollars in the next apportionment of school revenue by the State Superintendent, and on failure to make his statistical and other reports by the 15th day of September, his county shall be subject to a diminution of ten dollars in the next apportionment likewise. The sum thus withheld may be collected from said county superintendent in a suit before a justice of the peace, prosecuted in the name of the state by any person living in said county who has children enumerated for school purposes for the current year, who is aggrieved by said diminution; said suit shall be commenced within two years from the time when said report was due and not afterwards: *Provided*, That said county superintendent may discharge himself from liability to such suit, by a certificate of the postmaster, that said report was mailed in due time, together with his own affidavit of that fact.

SEC. 42. The county superintendent shall make out from the list of enumeration, and the reports of transfers, the basis of the apportionment of school revenue to the several townships, towns, and cities of their respective counties, and parts of congressional townships of adjoining counties, whose congressional township fund is managed in their counties, and report the same to the proper county auditor by the first day of November [June], annually, so as to enable the county auditor to accurately apportion the school revenue for tuition, according to section 118 of this act.

SEC. 40. When any trustee shall neglect to file with the county superintendent an enumeration of the children of the township, town, or city, as hereinbefore provided, the county superintendent shall, immediately after the

first day of May in each year, employ a competent person to take the same, and allow a reasonable compensation for such services, payable from the special school revenue of the township, and shall proceed to recover the same in the name of the State of Indiana, for the use of said revenue of said township, by action against the said trustee in his individual capacity; and in such suit the county superintendent shall be a competent witness.

SEC. 13. * * * And to enable county auditors correctly to assess said tax, the county superintendents of the several counties shall, at the time they make out and report to the auditor the basis of the apportionment of school revenue for tuition, as required by section 42 of this act, make out and report to said auditors a statement of transfers which have been made for school purposes according to sections 14 and 16 of this act.

SEC. 38. * * * Said superintendent shall, in the last week of May, annually, report to the Superintendent of Public Instruction the name of the persons to whom he has granted license since the last report, for his county, distinguishing between those licensed for six, twelve, eighteen, and twenty-four months, giving the number of males and the number of females, and total number licensed, and the number, but not the names, of applicants for license who have been rejected, and the number of licenses revoked.

SEC. 22. On failure of any trustee to make either the statistical report required by the last preceding section of this act, or the report of the enumeration required by the sixteenth section of this act, or the report of finances required by the seventh section of this act, to the county superintendent, at the time, and in the manner specified for each of said reports, the county superintendent, to whom such report is due, shall, within one week of the time the next semi-annual apportionment is to be made by the auditor of his county, notify said auditor, in writing, of any such failure, and the auditor shall diminish the apportionment of said township, town, or city by the sum of twenty-five dollars, and withhold from the delinquent trustee the warrant for the money apportioned to his township, town, or city until such delinquent report is duly made and filed.

SEC. d. The official dockets, records, and books of account of the clerk of the courts, county auditor, county commissioners, justices of the peace, prosecuting attorneys, mayors of cities, and township and school trustees, shall be open at all times to the inspection of the county superintendent, and whenever he shall find that any of said officers have neglected or refused to collect and pay over interests, fines, forfeitures, license, or other claims due the school funds and revenues of the state, or have misapplied the school funds or revenues in their possession, he shall be required to institute suit in the name of the State of Indiana for the recovery of the same for the benefit of the school fund or revenues, and make report of the same to the board of county commissioners and to the State Superintendent.

SEC. 141. The books, papers, and accounts of any trustee, relative to schools, shall, at all times, be subject to the inspection of the county superintendent, the county auditor, and the board of county commissioners of the proper county.

SEC. 142. For the purpose of such inspection, said county superintendent, auditor, and board of county commissioners, may, by subpoena, summon before them any trustee, and require the production of such books, papers, and accounts; three days' notice of the time to appear, and produce them; being given.

SEC. 143. If any such books and accounts have been imperfectly kept, said board of commissioners may correct them, and if fraud appear, shall remove the person guilty thereof.

SEC. 144. Process in such suits against a school township, town, or city,

shall be by summons executed by leaving a copy thereof with the trustee of such township, town, or city, ten days before the return day thereof; and in case of an appeal, similar notice of the time of hearing thereof shall be given.

SEC. c. Such superintendent shall see that the full amount of interest on school fund is paid and apportioned, and when there is a deficit of interest of any school fund, or loss of any school fund or revenue by the county, that proper warrants are issued for the reimbursement of the same, but no *per centum*, beyond what is provided for herein and allowed, shall in any case be paid him by said board of commissioners.

SEC. 21. * * * Trustees shall furnish certain information, together with such other information as may be called for by the county superintendent and Superintendent of Public Instruction.

SEC. 161. The several county superintendents are hereby required as a part of their duty to hold, or cause to be held, such teachers' institutes at least once in each year in their respective counties.

SEC. 159. In order to the encouragement of "Teachers' Institutes," the several county auditors of the several counties of this state shall, whenever the county superintendent of their county shall file, with said auditor, his official statement, showing that there has been held, for five days, a teachers' institute, in said county, with an average attendance of 25 teachers, or of persons preparing to become such, draw his warrant in favor of said county superintendent on the county treasurer, for thirty-five dollars, and in case there should be an average attendance of forty teachers, or persons preparing to become such, then the said county auditor shall draw his warrant on the treasurer for fifty dollars, for the purpose of defraying the expenses of said institute: *Provided, however,* That but one of said payments be made in the same year.

SEC. 160. When any such institute is in session, the common schools of the county in which said institute shall be held shall be closed during the session of said institute.

SEC. 127. The State Superintendent may require of the county auditors, county superintendents, county treasurers, trustees, clerks, and treasurers, copies of all reports required to be made by them, and all such other information in relation to the duties of their respective offices, so far as they relate to the condition of the school funds, revenues, and property of the common school, and the condition and management of such schools, as he may deem important.

SEC. 38. The county superintendent shall provide a blank book, at the expense of the county, in which he shall keep minutes of his proceedings, and shall deliver said record, and all other books, papers, and property appertaining to his office, to his successor, and take a receipt therefor. * * *

SEC. e. The county superintendent and the trustees of the township, and the chairman of the school trustees of each town and city of the county shall constitute a county board of education. [See chapter on county board of education.]

SEC. 43. The county superintendent shall receive four dollars for every day actually employed in the discharge of the duties required by this act. But before the county commissioners shall allow his per diem, the same shall be presented in a bill of account stating in separate items the nature and amount of service rendered on each day for which he claims compensation, which bill of account shall be verified by affidavit to the effect that the same and each item thereof is just and true. The county auditor shall draw his warrant on the county treasurer for the amount allowed by the board in favor of said superintendent, and the treasurer shall pay the said warrant out of the ordinary county revenues: *Provided, however,* That the said board of commissioners

shall have power to determine the number of days in each year in which the county superintendent may labor in the performance of the duties required of him in visiting schools: *And, provided, further,* The number of days so allowed in each year for visiting schools shall not be less than the whole number of schools in such county over which such superintendent has control, and he shall receive no perquisites whatever.

SEC. 166. School officers are hereby authorized and empowered to administer all oaths relative to school business appertaining to their respective offices

COMMENTS.

1. *Election and Qualification*—The school trustees of cities and towns have no part in the election of county superintendent. The school trustees of townships are the only trustees who have the right to vote in such an election. In case of a tie vote, the auditor has the right to give a casting vote. The auditor has no right to vote except in case of a tie. The auditor's vote would not elect unless his vote made a majority of all the votes cast for the candidate for which he voted; for example: If "A" had three votes, "B" three votes, and "C" three votes, the auditor could not cast a vote for either of the candidates and elect him. If in balloting for a county superintendent, one candidate receives six votes, and another five, and another one, there is no election, and another ballot should be taken. If one receives six votes, another five votes, and one blank vote appears, it is held that the blank is no vote. Hence, the one who receives six votes has a majority of all the votes cast, and is consequently elected. The Attorney-General gives an opinion in an analogous case as follows:

"In an election for county superintendent there were six votes cast, of which 'R' received three, 'F' two, and that one blank vote was cast. The president of the board declared 'R' elected by virtue of the result of said ballot.

"After due consideration, I think this decision was right. (See *Gulick v. New*, Ind. R., Vol. XIV., p. 93; *Price v. Baker*, Governor, Ind. R., Vol. XLI., p. 572.)

"The blank vote, I think, should be counted as if it had been given for an ineligible candidate, for example: so that 'R' not only got a plurality over 'F,' but also received a majority of all the votes which could be counted under the case cited supra.

"Very respectfully, etc.,

"C. A. BUSKIRK, Attorney-General."

Although not required to do so, it would be wise for the county auditor to give the trustees seasonable notice of the biennial election of the county superintendent. If the trustees should fail to meet on the day designated by law, or if they should meet on the day designated by law, and finally adjourn without electing a county superintendent, it is held that they can not be subsequently called together and legally elect a county superintendent, unless a vacancy should occur in the office by resignation, death, or otherwise. In case of such failure to elect, the former superintendent could hold his office until a successor is duly elected and qualified, at some subsequent regular biennial meeting. The Supreme Court, in the case of *Wm.*

H. Dickerson v. Thos. H. Harrison, Boone county, speaks upon this point as follows, viz.:

"Section 2, of the act of March 8, 1873, which is reprinted as section 33, of the present school law (1 R. S., 789), is the law at present in force, and has been in force since 1873. Under this act the appellee in this case was duly appointed county superintendent on the first Monday of June, 1877, and his official term will not expire until his successor is appointed and qualified, unless he is removed by the board of county commissioners, or dies, or resigns. As it does not appear that either of these contingencies has occurred, the appointment of the appellant to the same office, upon notice by the county auditor, not having been made upon the first Monday of June, 1879, but upon the 16th day of June, 1879, is invalid. Judgment affirmed."

Should a superintendent be elected at a meeting held in a room adjoining the auditor's office, no fraud appearing, the election would be valid. The Attorney-General comments upon this subject as follows:

"I refer to the case of Goss v. the State (Ind. R. Vol. XXXIV., p. 425), where the doctrine is laid down that statutes directing the mode, etc., of conducting elections are merely directory, and a departure will not vitiate the result if it did not materially interfere with the election. This is a familiar doctrine, and supported by a long line of authority. The township trustees being all present, no objection being raised as to the place of conducting the election, and nothing is shown to indicate that the place had anything to do with the result of the balloting whatever, it seems plain to my mind that the objection is not well taken."

It is held that the board can not elect a person to the office of county superintendent, who is not *at the time of the election* a resident of the county. If a majority of all the township trustees of a county are not present at a meeting called to elect a superintendent, no election can be made. When a vacancy occurs in the office of county superintendent, either by death, resignation, or dismissal, the auditor should immediately convene the township trustees for the purpose of filling the vacancy.

2. *Eligibility of Certain Persons.*—The question arises, "Can a person be a superintendent of a city or town school and a county superintendent at the same time?" There is nothing in the law to prevent this. A superintendent of a city or town school is not an officer within the meaning of the constitution, hence, the provision that a person can not hold two offices of trust or profit at the same time does not apply. It becomes a question of expediency. If the school trustees desire to employ a person to superintend their schools, with the understanding that he shall take time enough to perform the duties of county superintendent, they have the right to do so. But in such a case, can the person holding both positions lawfully receive pay for services as city or town superintendent and as county superintendent for the same day? In answer to this, we say that no man can lawfully receive pay for services not performed; but a city or town board may employ a superintendent and agree to pay him a certain salary, with the understanding that he shall be allowed time enough to perform his duty as county superintendent. This is a fair contract, and will hold. An analogous question often arises, "Can a person be a teacher and a county superintendent at the same

time?" The only legal objection that can be urged against this is, that a teacher must have a license, and a county superintendent can not license himself. This is a technical objection, because a superintendent who is competent to pass upon the qualifications of others is, as a rule, competent himself. This is certainly true in regard to scholarship, and it is fair to assume that no immoral person would be permitted to exercise the functions of county superintendent. A safe way out of this dilemma can be secured, however, by obtaining from the State Board of Education a State License.

3. *Visitation of Schools.*—The county superintendent is required to visit each school under his supervision at least once each year. To make his visitation of much value, he should visit each school at least twice each year. This can be done, under the law, by giving each school a half day at each visit. In this connection I quote from the twenty-fourth biennial report as follows, viz.:

I believe that efficient supervision is the one thing needed by our country schools. This opinion is based on my experience as county examiner and as city superintendent. It has been fully confirmed by my observation as State Superintendent. Efficient supervision necessitates frequent visitation. The value of a visit to a school depends, of course, very much upon the competency and zeal of the visitor. * * * * *

There are many ways in which a superintendent can be of great service in visiting a school. 1. He can inspect the building, the out-houses, the yard, the fences, and especially the apparatus. If he should succeed in encouraging the teacher to greater diligence in the care and management of the school property, he would perform a service of far more value than his cost. I do not doubt that the unnecessary wastage in our school property amounts to one hundred thousand dollars per annum. The county superintendents can and ought to prevent a large share of this wastage. 2. The matter of the health of our school children should receive the thoughtful care of an intelligent inspector. Houses are built without adequate ventilation; this results in irritability, nervousness and disease. Houses are so constructed as to throw the light upon the children's work from the wrong direction; this results in weak eyes and near-sightedness. The heating arrangements are often so made that the feet are cold while the head is hot, and one side of the pupil is warmed while the other is chilled. This results in discomfort, inability to study, and more or less sickness. A weak mind in a healthy body is a sad sight, but a strong mind in a puny, diseased frame is a monstrosity. If a county superintendent performs his duty in respect to this important matter, if he advises the teacher in regard to the best means of securing temporary ventilation, and of managing the heating appliances, and if he obtains such information by his visit as will make him competent to advise the school trustees in regard to the proper construction of their school-houses, he will perform another service worth far more than his cost. 3. But the teacher needs encouragement, kindly advice and criticism in regard to securing the co-operation of the parents, to grading the schools, to enforcing discipline, and especially in regard to the methods of instruction. It is in respect to these particulars that the chief service of the county superintendent can be performed.

School inspection is necessary work; the state can not afford to leave it undone. If done at all, it should be well done. A visit of less than half a day can not be of much value. A school should be visited at least twice a year. This is especially true in those districts in which a winter school is taught by one teacher, and a summer school by another. In view of these considerations, I am firm in the belief that the number of days allowed for the visitation of the schools ought not to be less than the number of schools in the

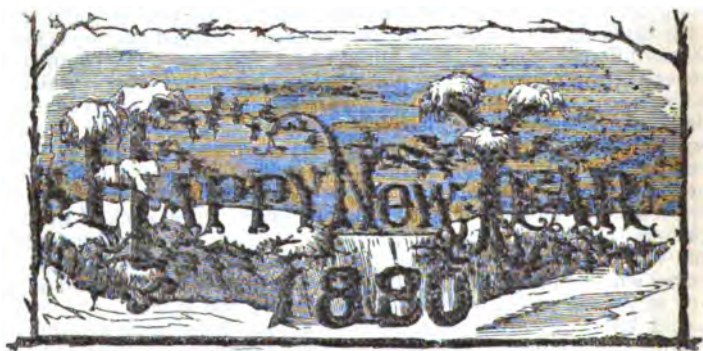
county, and that each teacher in the country schools ought to be visited at least twice during the year.

4. *Restriction of Time Taken for Visiting Schools.*—The commissioners may restrict the time occupied by the superintendent in visiting schools to a number of days equal to the number of schools in the county. It is quite clear that the superintendent is not required to visit schools in cities that have been exempt from his supervision. It is quite clear, also, that in estimating the number of days to which the commissioners may restrict the county superintendent in visiting schools, the restriction can be based upon the number of schools outside of such cities, and exclusive of the schools in such cities. The law does not state definitely what is meant by the term school, however. In most cases but one teacher teaches in a building, but in other cases eight or ten different departments, presided over by eight or ten different teachers, may all be under one roof. The commissioners are required to allow the superintendent one day in which to visit each district school building in which there is but one teacher. He certainly needs more than one day to visit each of eight or ten departments in one building twice during the year. It would be absurd to thus restrict him. Again, one teacher may teach a four months' school in the winter, and another teacher may be employed to teach a four months' school in the summer. Now, each of these teachers needs the supervision of the county superintendent. One visit should be made near the beginning of the four months during which each of them teach to give needed instruction and advice in regard to organizing and instructing the school. Another should be made near the close of the four months to ascertain whether the instruction has been properly carried out. I think it is safe to say that it was the intention of the legislature that the county superintendent should be allowed at least as many days for visiting the schools as he has different teachers to visit. The commissioners should not in any case restrict the county superintendent to a less number of days than this. If the county superintendent is a prudent man, it would be safe to permit him to visit schools at his own discretion and without restriction. The restriction can be placed upon him at any time that it can be shown he abuses his privilege.

5. *Examination of Teachers.*—The county superintendent is required to hold at least one public examination of teachers in each month. This examination should always be held at a convenient place, but it need not be held in the same place each month. The examination should be held at stated times, but in case of an emergency a superintendent may hold extra examinations; all examinations must be public. In case of an emergency, if a person applies for a license, the superintendent may, in a public place, at his office for example, or in the usual place for holding an examination, examine such person. In such a case this would be public for all practical purposes. In general, however, if circumstances will allow, previous public notice should be given of all examinations.

6. *Moral Character of Candidates for License.*—A superintendent may require evidence of good moral character before the examination commences, and if such evidence is not satisfactory, he may refuse to go on with the examination until such evidence is produced. This is not a wise thing to do, however,

EDITORIAL.



The Journal in entering upon its *twenty-fifth* volume brings happy greetings to its many readers and friends. During the year just closed, it has met with unprecedented competition, and yet, owing to its intrinsic merit and undivided devotion to the good of its patrons, joined with a good degree of enterprise and energy, it has succeeded in making the year the most successful of its entire history, with a single exception. It takes this as proof positive that what it has done in the past and is doing at present to promote the cause of education and the interest of teachers is appreciated.

The Indiana School Journal, with two exceptions (The Ohio Educational Monthly and the Pennsylvania School Journal), is the oldest educational paper in the United States, and with the same two exceptions, is believed to be the most prosperous. It attributes this success (1) to the facts that it is practical, and supplies the wants of the average teacher, (2) to the fact it has never disgusted sensible teachers by vain boasting and unwarranted assertions. It has never claimed to be "the prince of school journals" nor has it claimed to be able to give "normal methods" that were peculiar and superior, because it knew that every intelligent teacher would know that other papers had equal facilities, and that all the underlying principles of education and the best methods of teaching are the common property of all who will seek for them.

It has sought for the best thoughts of the best thinkers on educational topics, and in this regard has striven to be equal to other first-class journals; and by giving the official decisions of the State Superintendent and Attorney-General, by giving extended state educational news, and by devoting itself not simply to the interests of one school, but to the interest of schools at large, it has endeavored to make itself more valuable than any other journal to *Indiana teachers*.

The past is the best possible warranty for the future. The Journal will endeavor to keep abreast with the ever advancing times. *Three* special attractions of Vol. XXV. will be: (1) The members of the State Board of Education will give the answers to their own questions, thus making these answers much more valuable to teachers than though they were prepared by other persons. (2) In addition to the usual matter, about eight pages monthly will be given to the compilation of the School Laws, together with decisions, notes, comments, suggestions, and instructions by the State Superintendent. This arrangement will enable teachers and trustees to gain a better knowledge of the school laws of the state than would be possible by any other method. (3) A small space will be devoted each month to natural science, the object being to keep teachers informed as to the wonderful inventions and discoveries that are being made from time to time.

The Journal extends its heartiest thanks to its numerous friends throughout the state and country, and wishes for them a happy and prosperous New Year.

If you do not get your JOURNAL by the 15th of the month, write at once.

DO NOT send specie in a letter. If you cannot get scrip send postage stamps

If you wish the address of your JOURNAL changed, give the old post-office as well as the new, together with the county in each case.

Again, we must insist that notices for change of address be sent in *early*. A notice sent as late as the 25th is usually too late for the mailing of the JOURNAL for the succeeding month. When a JOURNAL is missed in this way, application should be made to the postmaster to have it forwarded.

We are still very much in need of October numbers of the Journal for 1879. Any one furnishing us that number in good condition, will much oblige several persons who wish to preserve their files complete, and will at the same time secure the extension of their time of subscription one month.

It is a fact worthy of remark, that never before was there such a demand for *well qualified* teachers. While the number of teachers far exceeds the number of schools the demand for *first class* teachers is in excess of the supply. There always has been and we presume always will be "plenty of room above." Teachers are becoming aware of these facts, and it is true that never before was there such a general effort on the part of eachers to qualify themselves for their work.

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR NOVEMBER, 1879.

WRITING—*Specimen of Penmanship.*

1. Write the following with care in your ordinary hand-writing:

"On the lintels of Kansas this blood shall not dry;
Henceforth the bad angel shall harmless pass by;
Henceforth to the sunset, unchecked on her way,
Shall Liberty follow the march of the day." 50.

2. What special preparation have you ever made to teach the subject of writing? 10.

3. What is meant by a space in height and a space in width? By a scale of thirds? 10.

4. Write the following capitals, connecting each with a short word: B, E, S, H. 10.

5. Analyze p, r, b, and h. 20.

ORTHOGRAPHY.—1. (a) What is the difference between a mute and a liquid? (b) Give an example of each. a=6; b=4.

2. What is accent? 10.

3. (a) How many and what sounds has the letter *g*? (b) Give an example of each sound. a=6; b=4.

4. What sounds compose the spoken words *Fayette*, *liege*, *neighbor*, *leisure*, and *heifer*? 5 pts., 2 each.

5. Write phonically the words *Fayette*, *liege*, *neighbor*, *leisure*, and *heifer* and mark each vowel with the proper diacritical sign. 5 pts., 2 each.

- 6 to 10. Spell ten words pronounced by the superintendent. 5 for each word.

READING.

"But the sound of the church-going bell
Those valleys and rocks never heard,
Never sighed at the sound of a knell,
Nor smiled when a Sabbath appeared."

1. (a) What is the subject of this sentence? (b) How would you indicate it in reading? a=3; b=7.
2. The recurrence of what sound gives a peculiar effect in the reading of the last two lines? (Can you name the rhetorical figure?) 10.
3. Mark the emphatic words of the sentence. 10.
4. (a) What is the moral feeling expressed in these lines? (b) What should be the prevailing tone of voice in reading them? a=5; b=5.
5. What are the chief characteristics of a good reader? 10.

NOTE.—The applicant should be required to read a selection from a book, and marked upon it from 1 to 50.

ARITHMETIC.—1. Give a rule for subtraction that can be applied with equal propriety to simple, decimal, and compound numbers. 10 or 0.

2. A man dug a cellar 24 feet long, 18 feet wide, and 8 feet deep, at \$66 $\frac{2}{3}$ per cubic yard. What did he receive for his work? Proc. 5; Ans. 5.

3. What is a decimal fraction? What number is that to which if you add $\frac{1}{4}$ of itself the sum will be 40? Def. 2; Proc. 5; Ans. 3.

4. If a passenger train of cars gains on a freight train at the rate of 8 miles in 3 hours, how many hours will it take to gain 60 miles? By Proportion. Statement 5; Ans. 5.

5. What per cent. of income do U. S. 4 $\frac{1}{2}$ per cent. bonds, at \$1.08, yield in currency when gold is \$1.05? Proc. 6; Ans. 4.

6. I borrowed \$600 for 2 years, and paid \$48 interest. What per cent. did I pay? Define amount. Proc. 4; Ans. 4; Def. 2.

7. A note for \$240, dated April 20, 1870, payable in 6 months from date, was discounted August 25, 1870, at bank at 10 per cent. What were the proceeds? Proc. 6; Ans. 4.

8. What is the hour when $\frac{1}{2}$ of the time past noon equals $\frac{1}{3}$ of the time to midnight? Give a full analysis. Anal. 5; Ans. 5.

9. What will it cost at 40 cents a yard to fence a triangular plot, one side of which, 60 feet long, forms a right angle with another side, 45 feet long? Proc. 5; Ans. 5.

10. What is the entire surface of a pyramid, whose slant height is 20 feet, and whose base is 25 feet square? What is its perpendicular height? Proc. 4; Ans. 3, 3.

GRAMMAR.—1. When do common nouns commence with capital letters? 10.

2. What are Parts of Speech? Name the Parts of Speech. 2 pts., 5 each

3. Give the plurals of the following words: Ox, child, stratum, die, penny, footman, cargo, staff, radius, axis. 1 off for each error.

4. Define each class of pronouns. 10.

5. Correct: *The Rhine is more beautiful than the Rhone; but the latter is the longest.* 10.

6. What is the difference in form between the active and the passive voice? difference in use? 2 pts., 5 each.

7. Give the past-perfect, indicative, of the verb *ring*. 10.

8. Correct: *He was reprov'd in a manner suitable to his offense; and* parse the word which takes the place of the one used erroneously above.

2 pts., 5 each.

9. Analyze: There is an odious spirit in many persons, who are better pleased to detect a fault than to commend a virtue.

10.

10. Parse in the above, *who* and *there*.

2 pts., 5 each.

GEOGRAPHY.—1. What is Geography? What is the derivation and meaning of the word?

3 pts., 4, 3, 3.

2. What two seas are north of Germany?

2 pts., 5 each.

3. To what race of men do the highest social classes generally belong?

10.

4. What are the three great water routes, natural and artificial, in the U. S., leading to the ocean?

3 pts., 4 off for each error.

5. Name the capitals of the States formed from the "North West Territory."

5 pts., 2 each.

6. In what ocean do we find the most oceanic islands? In what one the most continental islands?

2 pts., 5 each

7. Name five chief exports of the U. S.

5 pts., 2 each.

8. For what are the following places noted: London, Paris, Belfast, Venice, Rome?

5 pts., 2 each.

9. What country of South America has no capital? What State in the U. S. has two capitals?

2 pts., 5 each.

10. Why is Ireland called the Emerald Isle? What are the causes of this condition?

2 pts., 4, 6.

HISTORY.—1. Who were members of Washington's first cabinet?

3 off for each error.

2. Who was citizen Genet?

10.

3. What was the Embargo Act, 1807?

10.

4. Give an account of Gen. W. H. Harrison's early career.

10.

5. What was the doctrine of Nullification, 1832?

10.

6. What was the Ashburton-Webster treaty of 1842?

10.

7. What was the "Omnibus Bill," or compromise measure of Henry Clay in 1852?

10.

8. What were the aims and results of the Peace Conference, Washington, 1861?

10.

9. For what is the 19th of April memorable?

2 pts., 5 each.

PHYSIOLOGY.—1. Locate the humerus, femur, tibia, scapula, and patella.

5 pts., 2 each.

2. What is a tendon, and what is its use?

2 pts., 5 each.

3. What is the function of the liver?

10.

4. What is chyme, and where is it formed?

2 pts., 5 each.

5. Where is oxygen taken into the blood, and for what purpose?

2 pts., 5 each.

6. What is the larynx?

10.

7. Why does an injury to the spinal cord produce a paralysis of the lower limbs? 10.
8. What is the difference between veins and arteries? 10.
9. Give the names and use of the three humors of the eye.
6 pts., 2 off for each omission.
10. How is the sensation of sound produced? 10.

- THEORY AND PRACTICE.—1. Why should a recitation test the pupil's understanding more than his memory? 20.
2. When may a teacher use a text-book in conducting a recitation? Why? 2 pts., 10 each.
 3. Why should practical composition receive earlier and more attention than technical grammar? 2 pts., 10 each.
 4. Under what circumstances (if any) may a teacher resort to ridicule in correcting a pupil? Why? 2 pts., 10 each.
 5. What moral qualities should the teacher strive to cultivate in his pupils? Why? 2 pts., 10 each.

ANSWERS TO STATE BOARD QUESTIONS PUBLISHED DECEMBER.

ORTHOGRAPHY.—1. (a) *C* has two sounds: the hard sound, which is the sound of *k*, and the soft sound. (b) It has the hard sound in *cat*, *come*, *cot*; and the soft sound in *cement*, *cell*, *cedar*.

2. The chief difference between a vowel and a consonant sound is in this, that in sounding a vowel the organs of speech are open, and permit a free and unobstructed sound, while in making the consonant, the sound is more or less obstructed by the closeness of contact of these organs. In the perfect consonant there is a complete occlusion of the breath, as in *b*, *t*, *g*; while in others the sound is nearly as free as in vowels. These are sometimes called semi-vowels, and are *l*, *m*, *r*, etc.

3. A diphthong is the union of two vowels in the same syllable. When both vowels are sounded it is called a proper diphthong: as in *out*, *oil*; but when one of the vowels is silent, it is called an improper diphthong, as in *rain*, *ratio*, *great*.

4. *Monday*, *m*, short *u*, *n*, *d*, long *a*. *Rough*, *r*, short *u*, *f*. *Thought*, *th*, aspirate; broad *a*, *t*. *Each*, long *e*, English *ch*. *Knife*, *n*, long *i*, *f*.

5. *M-u-n-d-a*, *r-u-f*, *th-a-t*, *e-ch*, *n-i-f*.

READING.—1. *Oral reading* requires: (1) That the reader interpret correctly the thought expressed by the author. (2) That he express this thought by a correct pronunciation and an accurate, distinct, and natural enunciation of the author's words. *Silent reading* is the art of interpreting correctly the thought expressed in written or printed language.

2. (1) The habit of distinct articulation of words; (2) of breathing properly; (3) of correct posture; (4) of good quality of voice. (6) The bad habits formed may be the opposite of these.

3. Reading, especially *silent reading*, is the means by which a knowledge of other branches of study is acquired. When pupils can *read*, much of the difficulty in acquiring knowledge from books disappears.

4. (a) The pupil should learn to spell every new word in his reading lessons. He may be taught to spell other words also, but it is of little value that the child learn to spell words that mean nothing to him. (b) He should be taught to spell these words because the study which this requires tends to fix the word more firmly in the memory, and because one of the prominent objects in view in teaching reading should be to enlarge the pupil's vocabulary.

5. (1) To teach the pupil to interpret written language. (2) To enlarge the pupil's vocabulary. (3) To enable the pupil to express orally the thoughts of another readily and naturally. (4) *To cultivate a taste for good reading.*

ARITHMETIC.—1. (a) Find the number of times the divisor is contained in the highest order of the dividend. (b) If the divisor is not contained in the highest order of the dividend, then reduce the highest order of the dividend to the next lower order, and add to it the figure or figures of that order in the dividend. If the divisor is not contained in this sum, continue to reduce the dividend in the same manner to an order which will contain the divisor. (c) Divide this sum by the divisor and place the result in the quotient. (d) If there be a remainder after division, reduce it to the next lower order, and add to it the figure or figures of that order in the dividend. (e) Divide this sum by the divisor and place the result in the quotient. (f) Proceed in the same manner until all the orders of the dividend have been used.

2. $(36 \text{ ft.} + 28 \text{ ft.}) \times 2 = 128 \text{ ft.}$, the perimeter of the room.

$$\frac{128 \times 14}{9} = \text{No. sq. yd. in the walls.}$$

$$8 \times \frac{1}{2} = \frac{4}{1} = \text{No. sq. yd. in one bolt.}$$

$$\frac{128 \times 14 \times 2}{9 \times 8} = \text{No. bolts.}$$

$$\frac{\$.35 \times 128 \times 14 \times 2}{9 \times 8} = \$156.80$$

$$\frac{\$156.80}{9} = \$17.42\frac{2}{3}, \text{ cost of paper.}$$

$$\begin{array}{r} 3. \quad \$2225.06 \\ \quad 6000.006 \\ \quad \quad 600.06 \\ \quad \quad 3881.9756 \\ \hline \quad \$12707.1016 \end{array}$$

4. (a) *Ratio* is the measure of the relation which one quantity bears to another of the same kind; that is, it is the number of times one quantity contains another which has been taken as a standard. (b) *Proportion* is an equality of ratios. (c) If, from the conditions of the question, the answer is to be greater

than the third term, write the greater of the two remaining numbers for second term, and the less for the first; but, if the answer is to be less than the third term, write the less of the two remaining numbers for the second term, and the greater for the first.

5. Since 280 cents in greenbacks=100 cents in gold,

$$\begin{array}{l} \text{:} \quad 1 \text{ cent in greenbacks} = \frac{100}{280} \text{ cents in gold,} \\ \text{:} \quad 100 \text{ cents in greenbacks} = \frac{100 \text{ c.} \times 100}{280} = \$35\frac{5}{7}. \end{array}$$

\therefore \$1 in green backs=\$ $35\frac{5}{7}$ in gold.

6. Since the rate is 8 per cent. per annum, the amount per cent. for 6 months is 104 per cent.

$$\$152 \times 1.04 = \$158.08, \text{ amount for 6 months.}$$

$$\$158.08 \times 1.04 = \$164.40+, \text{ amount for 12 months.}$$

$$\$164.40 - \$152 = \$12.40, \text{ compound interest.}$$

7. $\$6 \times 1.20 = \7.20 , marked price per yard.

$$\$7.20 \times .80 = \$5.76, \text{ selling price per yard.}$$

$$B\$6 = B100 \text{ per cent.}$$

$$A = A$$

$$D\$5.76 = D \text{ ————?}$$

$$P \text{ ———?} = R \text{ ———?}$$

$$P = \$6 - \$5.76 = \$0.24, \text{ amount of money lost.}$$

$$100 \text{ per cent.} \times .24$$

$$R = \frac{\quad}{6} = 4 \text{ per cent., loss per cent.}$$

8. Since $\frac{1}{4}$ B's money= $\frac{1}{4}$ A's money,

$$\text{:} \quad \frac{1}{4} \text{ B's money} = \frac{1}{4} \text{ A's money,}$$

$$\text{:} \quad \text{B's money} = \frac{1}{4} \text{ A's money.}$$

$$\therefore \text{ If B's money} = 1\frac{1}{4} \text{ times A's money,}$$

$$\text{and A's money} = 1 \text{ time A's money,}$$

$$\text{then } 1\frac{1}{4} \text{ A's money} - \text{A's money} = \frac{1}{4} \text{ A's money, or,}$$

the difference between B's money and A's money which, by the condition of the problem, is \$10.

$$\text{Since } \frac{1}{4} \text{ A's money} = \$10,$$

$$\text{:} \quad \frac{1}{4} \text{ A's money} = 2,$$

$$\text{:} \quad \text{A's money} = 32,$$

$$\text{:} \quad \text{B's money} = 32 \times 1\frac{1}{4} = \$42.$$

9. Since 1 A=160 square rods.

$$\text{:} \quad 200 \text{ A} = 32,000 \text{ square rods.}$$

Since the rectangle is five times as long as it is wide, then if it be divided into five equal parts by lines drawn perpendicular to its longer side, each part will be a square, and will contain $\frac{1}{5}$ of 32,000 square rods, which is 6,400 square rods.

$\sqrt{6400} = 80$. Hence, the rectangle is 80 rods wide and $80 \text{ rods} \times 5 = 400$ rods long.

$(400 \text{ rods} + 80 \text{ rods}) \times 2 = 960 \text{ rods}$, the perimeter of the rectangle.

$\$2.40 \times 960 = \$2,304$, the cost of the fence.

10. The area of a circle $= 3.1416 \times \text{the radius squared}$.

∴ The area $= 3.1416 \times 30^2 = 3.1416 \times 900 = 2827.44 \text{ square feet}$.

GEOGRAPHY.—1. Continental, Oceanic, Newfoundland, New Zealand.

2. A river system is a river with all its branches. A river basin is the entire country drained by the river system.

3. Water, which has percolated through various soils containing salts, collects in a depression of the earth having no outlet. Evaporation from the surface of the water leaves the salts, which, accumulating, makes the water salt. Great Salt Lake. Caspian Sea.

4. Danish America, British America, United States, including Alaska, Mexico, and Central America.

5. Kiolen Mountains, Pyrenees Mountains.

6. New York, Empire State; New Hampshire, Granite State; Indiana, Hoosier State; Pennsylvania, Keystone State; Vermont, Green Mountain State.

7. In England, London; in France, Paris; in Germany, Berlin, in United States, New York; in China, Peking.

8. Peru and Chili.

9. Great Britain and Russia.

10. They are comparatively the highest, but shorter than the chief system of the Western Hemisphere.

HISTORY.—1. After the famous "Boston Tea Party," December 18, 1773, and to punish the city for the destruction of the tea and for the rebellious spirit that prompted it, the British Parliament passed a bill, known as the Boston Port Bill, closing the port of that city to commerce, and transferring the seat of the Colonial Government to Salem. By this act the revolutionary spirit was further influenced.

2. John Marshall, a man of pure christian character, great learning and wisdom, and eminent as a jurist, became Chief Justice of the United States in 1801, and served until the year of his death, 1835. He was born in Virginia, 1755, served in the army of the Revolution for five years, held several positions of trust, being in the Virginia Legislature and the United States Congress, and going out as one of the Peace Commissioners to France in 1797. He was one of the ablest men of his time, a member of the Federal party, the friend and supporter of Washington, and also his biographer. His "Life of Washington" is still held in high esteem.

3. Lieutenant Oliver Hazard Perry, September 10, 1813, with a squadron of nine vessels, encountered a British squadron of six vessels, on Lake Erie, near the sheltered waters known from an incident in this engagement as "Put-in Bay." The fight lasted three hours. Perry's flag-ship, the Lawrence, was shattered; but he transferred himself and his flag, in an open boat, to another vessel, won the victory, and captured the entire British squadron. He had upon his flag the famous words of Capt. Lawrence, "Don't Give Up the Ship!" and he sent the news of his victory to

his own commanding officer in the equally famous words, "We have met the enemy, and they are ours."

4. The Cotton Gin, a machine for separating cotton seeds from the fibre, was invented by Eli Whitney. He was a native of Massachusetts, a graduate of Yale College, and at the time of his invention, in 1792, was teaching school in Georgia. This invention revolutionized the culture of cotton. Whitney's invention was stolen from him, and the Georgia juries refused him any relief; but in 1804, South Carolina paid him \$50,000 for his patent-right.

5. Indiana was admitted into the Union in 1816, when James Madison was President.

6. In 1832, in a great debate in Congress upon the tariff and related issues, extreme state-right doctrines were advocated by Robert Y. Hayne, Senator from South Carolina. The most famous reply was made by Daniel Webster, Senator from Massachusetts.

7. The Mormons, or Latter Day Saints, a polygamous religious sect, spring from the teachings of Joseph Smith, said by him to be based upon special revelations brought to him engraved on golden plates, by angels, in 1827 in Palmyra, N.Y., and by him translated as the "Book of Mormon," in 1830. The sect, very small, at first, established itself in Ohio; then in Missouri; then in Nauvoo, Illinois, whence they were driven in 1847, when they settled in Salt Lake City, Utah, where they still remain. (A full account of the Mormons will be found in McClintock & Stroug's Cyclopedia, vol. 6.)

8. The discovery of gold in California, 1848, created great excitement throughout the country, sent thousands of adventurers westward, filled the Pacific coast with a population so rapidly that in 1850 California was admitted as a state into the Union.

9. The Battle of Gettysburg, July, 1863, was the most important battle of the late civil war, as it demonstrated to the Confederate authorities the impossibility of making any real advance northward or toward Washington.

10. Speaking in general terms, Free Trade doctrines have been most favored in those sections of the country given mainly to agriculture, as the West and the South, and protection given mainly to manufacturing or mining, as Pennsylvania and New England. L. M.

PHYSIOLOGY.—1. (a) The tubes in the long bones contain the marrow, which serves in the nutrition of the bone; (b) and for the same amount of bone tissue, there is greater strength in a hollow bone than in a solid one.

2. The chief use of the muscles is to move the different portions of the body, but they also protect internal organs and give symmetry and beauty to the body.

3. Digestion is that process, partly mechanical and partly chemical, by which food is prepared for absorption in the alimentary canal. Nutrition is the assimilation of the food thus prepared after it has been absorbed and has entered the blood.

4. The waste matter is removed from the system through the rectum and

by the excretory glands, including the kidneys and the sweat glands, and the lungs.

5. Bodily exercise increases the destruction of the tissues of the body, and thus increases the demand for food for repairs.

6. A hearty meal should not be eaten immediately before or immediately after severe exercise, because such exercise produces an increased flow of blood to the organs used, and consequently a diminished amount of blood in the other organs. In digestion the stomach is the organ severely exercised, and hence the other organs should rest.

7. When the radius of curvature of the different lenses of the eye is quite small, the limit of distinct vision is less than when the radius of curvature is greater. When this radius is excessively large, the limit of distinct vision is extended in like degree.

8. The tympanum protects the inner ear from injury by external bodies, and also serves as a vibrator to transmit acoustic waves to the internal auditory apparatus.

9. An habitual stooping posture injures health, because any departure from an erect position produces more or less distortion or strain of the organs, and thus interferes with their proper functional activity. The lungs are the organs most injured by habitual stooping.

10. The inhabitants of Greenland live in a cold climate, and hence require more animal heat than those of Mexico, who live in a warm climate. Animal food, especially fat, is adapted to supply this animal heat, and hence the Greenlanders require more of it than the Mexicans.

THEORY AND PRACTICE.—1. The clear understanding of a definition or principle lessens the difficulty of committing it to memory, and (2) the ability to repeat the words of any statement is of little value if the statement is not understood. For these reasons, "Understanding before memory" is an important maxim in teaching.

2. A child should be taught the geography of his home before the geography of the earth, because a knowledge of the former is of more practical value to the child than a knowledge of the latter, and (2) because the former contains those primary ideas and conceptions through which alone a knowledge of the latter can be obtained.

3. A recitation should test the pupil's preparation of the lesson (1) to secure faithful study, and (2) to disclose his failure to comprehend what he has studied, thus showing what instruction or other assistance may be needed. The study of a school never rises higher than its recitation tests.

4. Children should be put to the study of technical grammar only after they have acquired a good degree of skill in the correct use of language. Composition should be thoroughly taught before technical grammar. As a rule the science of language should not be studied earlier than algebra or geometry. It is not a child's task.

5. Such degrading epithets as "dullard," "clown," "liar," etc., should never be applied to pupils, since it lessens either their self-respect, or their

respect for the teacher, and either result is evil. Such treatment hardens the pupil and makes him worse, and only a weak teacher will resort to it.

GRAMMAR.—I. Nominative and objective. *Singing* is a healthy exercise. Our teacher forbids *whispering* in school.

2. (1) Common nouns admit of definition; proper nouns do not. (2) Proper nouns are names of individuals; common nouns are all nouns not used to distinguish an individual from others of the same class.

3. The possessive case is formed by affixing 's to the nominative form, unless the word will be thereby made too sibilant; in which case the apostrophe only is affixed.

4. *My* is used when the modified noun is expressed; *mine*, when it is understood.

5. *Either* apple is good enough for you; you may have *either* of them.

6. To study your lessons well is the way to become learned.

7. To strike. To have struck. To be struck. To have been struck. To be striking. To have been striking.

8. From the calling of names he proceeded to blows. Calling is a verbal noun, third, singular, neuter, objective, and governed by the preposition *from*.

9. Fifty years hence, who will hear of us? *Will hear* is a verb, irregular, transitive, active, indicative, future, third, singular, or plural, and has for its subject *who*.

10. *The injuries we do and those we suffer are seldom weighed in the same balance*, is a compound, declarative sentence. *The.....suffer* is the logical subject, and *are.....balance* is the logical predicate. The grammatical subject, compound, is *injured*, and *those* connected by the conjunction *and*. *Injuries* is modified by the relative, adjective clause *which we do*, of which *we* is the subject, *do* is the predicate, grammatical, modified by *which* an object understood. Construction of *those we suffer*, the same. *Are weighed* is the grammatical predicate, modified by the adverb *seldom*, and by the adverbial phrase *in the same balance*, of which *in* is the preposition, and *balance* the object modified by the adjectives *the* and *same*.

The report of the Rush county institute reached us too late for this month. It was the best and largest institute ever held in the county.

The Ladoga normal school is fifty per cent. larger than it was a year ago this time. Its growth has been steady and healthy from the opening. J. V. Coombs and Warren Darst are the principals, and are well supported.

The Hancock County Teachers' Association will meet in Greenfield the fourth Saturday in January.

Superintendent Cline does not send a report of his late institute, but says, in a letter, that it was "the best ever held in Steuben county."

The Michigan State Teachers' Association will meet at Lansing, and the Wisconsin Association at Madison, December 29, 30, and 31.

Union Christian College at Merom, Ind., Rev. T. C. Smith, president, is having a more prosperous year than for several years past.

Dr. Tourjee, of Boston, is arranging for another summer European excursion.

The answers to the geography question were accidentally omitted last month, which we much regret.

Under a new law, women in Massachusetts are allowed to vote for members of school boards. At the first election under the law, recently held, a large number of women voted, and in all the precincts they were treated with great courtesy and respect; notwithstanding the fact that the female vote was quite large, all the women candidates, four in number, were defeated.

STATE NORMAL ITEMS—President Brown, since his appointment last August, has attended 16 institutes, and delivered 20 addresses, listened to by over 2500 teachers. Dr. J. T. Scovell, of the Normal School Faculty, left on the 19th of December, by steamer, from New Orleans for Havanna, Cuba. From Cuba he will sail for Vera Cruz, thence by rail to the City of Mexico. While in Mexico, he will probably take a peep into the Crater of Popocatepetl. His trip will occupy about six weeks. Wm. L. Welsh, who finished the course of the Normal School in 1873, and afterwards took an advanced course at Oswego, is on his second year as superintendent at Washington, Pa. Between graduation from the Normal School and entrance at Oswego, Mr. W. taught acceptably as principal at Evansville. Hon. Barnabas C. Hobbs recounted very pleasantly some of his observations and conclusions about the schools of England, before the students, this term. Reading and study clubs in general literature are springing into favor among the students. These are conducted entirely by the students—suggestions sometimes being given by Prof. Carhart, teacher of reading. It is a healthy sign that there is more demand for teachers from the state school for professional training than there is supply. 530 different persons have attended the State Normal School the past year. Of the 200 students now attending the State Normal all but ten expect to return next term. Miss Vandyne, a student of the Normal has been invited to take a position in the public schools of Franklin.

SUPERINTENDENTS' MEETING.—On November 25, the following superintendents met at New Castle: J. C. Macpherson, of Wayne county; Timothy Wilson, of Henry; A. W. Clancy, of Delaware; L. M. Crist, of Union; G. A. Osborn, of Grant. The meeting was for the purpose of a friendly intercourse and interchange of opinions and comparison of notes

as to the best methods of supintending country schools. These meetings, held occasionally, are very profitable, and other superintendents may take a hint. Several important matters were discussed, among them the following were agreed upon and took form:

Resolved, That we are in favor of some plan of examining pupils who have completed the common school branches, and granting to the proficient a diploma of proficiency, signed by the superintendent, teacher, and trustee. We further believe that the superintendent should conduct the examination.

The teacher should not visit saloons; should not use tobacco; should not keep late hours; should not use profane language; should not use obscene language; should not play cards; should not play billards.

Supt. Crist offered the following which was heartily endorsed: The teacher should recognize superintendent's visits, but not suspend business to entertain; should proceed with regular programme. He should not ask the superintendent to take charge of the school; should not insist on superintendent making a speech; should state points privately in which he wishes co-operation of superintendent in classifying and managing schools; should state cases of troublesome pupils and patrons; should make superintendent his confidant.

ANTIOCH COLLEGE at Yellow Springs, O., is reported in a more healthful condition than for several years past. The character of instruction has always been first-class at this institution.

THE INSTITUTE FOR THE BLIND, situated at Indianapolis, is an institution not for curing the blind, but for educating them. Both tuition and boarding are free, and as there is still room, it is to be regretted that more of this unfortunate class do not avail themselves of the privileges thus extended by the state. Teachers can doubtless do the blind in their neighborhoods a great favor by calling their attention to this school. For information, address the superintendent, W. B. Wilson.

THE TIPPECANOE COUNTY INSTITUTE was held at Lafayette, Dec. 22 to 26, inclusive. Instructors: Prof. Chas. Angell, of Pennsylvania, and Prof. E. E. Smith, principal of the Academy of Purdue University. Attendance large; interest gratifying to Supt. Calkins.

An unusual amount of miscellaneous and other matter has been crowded out of this number of the Journal. We even were compelled to leave out a whole page of advertising.

EDINBURG, under the superintendence of J. C. Eagle, is reported healthy. The monthly report shows the following figures: Enumeration, 650; enrollment, 456; average number belonging, 440; daily attendance, 429; per cent. of attendance, 98; visits to schools, 81.

NEW CASTLE has already made a good start toward a library, and will soon make a large addition. School superintendents and teachers can not engage a part of their time out of school hours to a better purpose than in working up an interest in public libraries. The monthly report of New Castle gives, enrolled, 432; belonging, 407; daily attendance, 389; per cent. of attendance, 95.6; cases of tardiness, 25; visits, 93. William A. Moore is superintendent.

SHELBYVILLE.—Two or three persons who have recently visited the Shelbyville schools, speak of them in the highest terms. The superintendent and the teachers are put in the front ranks. We are pleased to hear this good report. R. S. Page is superintendent.

PURDUE UNIVERSITY.—Purdue University has entered upon the seventh year of its history with an increased attendance. The number of students in attendance the first year (1874-5) was 64; the number the second year was 67; the third, 139; the fourth, 166; and the fifth, 195. The number enrolled the present term is greater than the corresponding term last year, and the usual per cent. of additions the next two terms will increase this enrollment to about 225. The present freshman class contains 36 students. In the number of students, Purdue now ranks the third of the higher institutions in the state. When President White took charge of it in May, 1876, there were only 36 students in attendance. The present year will be characterized by the completion of the plan of organization adopted in 1876. Provision has been made for practical training in agriculture, horticulture, and the mechanic arts. To the School of Industrial Art, opened at the beginning, have now been added the School of Agriculture and Horticulture, and the school of Practical Mechanics; the former in charge of Prof. C. L. Ingersoll, for several years professor of agriculture in the Michigan Agricultural College, and the latter conducted by Mr. Wm. F. M. Goss, a graduate of the mechanical department of the Massachusetts Institute of Technology. Both of these schools are now in successful operation. The practical work in horticulture is in charge of Mr. Geo. Vestal, a son of the well known florist of Wayne county.

FULTON COUNTY.—This county held its institute Thanksgiving week as usual. The attendance was quite large, the enrollment reaching 171, and the regularity and interest were unusually good. The instruction was practical, and it can not be otherwise than that the teachers were much helped. The instructors from abroad were Hon. J. H. Smart; Prof. W. F. Wentworth, of Schenectady, N. Y., the elocutionist; Geo. P. Brown, president State Normal; and H. B. Brown, president of the Northern Indiana Normal. The home instructors, Messrs. Williams, Cammack, the county superintendent, and others did themselves credit. All in all, Fulton county never had a better institute.

PERSONAL.

J. J. M. Miller is principal of the Summit school.

M. Hershberger has charge at Pendleton; his first assistant is J. G. Haas.

J. L. Houchen, formerly of Brownstown, has charge of the Clermont schools.

S. C. Hanson, formerly of this state, is now principal of Edwards Academy, at Greenville, Tenn.

Prof. S. S. Hamill, of Chicago, is to teach elocution in the Danville Normal next spring and summer.

Dr. Tingley, formerly of Asbury, is establishing a manufacturing laboratory at the Central Normal College, at Danville, Ind.

Supt. J. T. Merrill, of Lafayette, president of the State Teachers' Association, is one of the oldest (in duty) superintendents in the state.

G. Dallas Lind, formerly of Iowa, is now one of the corps of instructors at the Danville Normal School. He is the author of "Methods of Teaching in Country Schools."

W. H. Fertich, the elocutionist, as announced last summer, has the superintendency of the Mishawaka schools. It is pleasant to record flattering reports of his success.

E. R. Bagby, at a recent meeting, read a paper containing many excellent points, before the Terre Haute Teachers' Institute. Mr. Bagby is principal of the colored school.

J. L. Schmitz, a classical graduate of the National Normal, and a teacher in that school for the last two years, has accepted a position in the faculty of the Central Normal School at Ladoga.

Miss Asenath Cox, superintendent at Paoli, will continue the normal work so successfully carried on by W. P. Pinkham. She is assisted by Mr Sutherland, of the Northern-Indiana Normal.

James O'Brien, former superintendent of LaPorte county, for several years past superintendent of the Reformatory for Bad Boys, at Plainfield, has tendered his resignation, to take effect sometime in the spring.

E. P. Cole, one of the veterans among Indiana teachers, although nearly 70 years of age, is still in the active service, and seems as vigorous in mind and body as he did nearly twenty years ago, when we first formed his acquaintance. He has charge of Hopewell Academy, near Franklin, Ind.

Thomas H. Bush, 70 Metropolitan Block, Chicago, is the western agent for Thompson, Brown & Co., of Boston.

R. W. Wood is serving his seventh year as superintendent of the Liberty schools, and his work is well commended.

Prof. David S. Jordan, of the State University, has left for California, and will spend about nine months on the Pacific coast gathering statistics concerning fish and the fishing interests, for the United States census of 1880. This appointment is a high honor to Prof. Jordan and the University.

A. P. Kent is the new superintendent of the Elkhart schools. He is spoken of as a man of good education, a graduate of an eastern college, but has had no practical experience in the public schools. He has been editor of one of the Elkhart papers for several years past, and is highly respected as a man.

Prof. John Hussey, of Purdue University, who, our readers will remember, was stricken with paralysis some two months ago, has partially recovered the power of speech, though yet unable to use the right side of his body. Prof. Barnes, of the Lafayette high school, has been instructing Prof. Hussey's class in geology during the latter's illness.

Charles R. Harrison, a graduate of the State Normal School, in the class of 1878, after several months' illness with bronchial affection and nervous prostration, died near Martinsville, December 5. He was a young man of excellent mind, having graduated in less time than it usually takes to complete the course; was a successful teacher, and gave promise of great usefulness.

At the Rushville institute we had the pleasure of again meeting Prof. Robert Kidd, the veteran elocutionist. Although nearly twenty years older than when we first heard him, time has taken from him none of his energy, vivacity, or desire to not only instruct, but please his audience. Because Prof. Kidd's home is not far from Cincinnati (at Moore's Hill, Ind.), and because his work has been very largely done in that city and in Ohio, it is, perhaps, not generally known that he is an Indiana man.

H. S. McRae, for the past ten years superintendent of the Muncie schools, and well known to the leading teachers of the state, has decided to be a candidate for the nomination of the Republican State Convention for the State Superintendency. Other candidates are mentioned, but at present we are not at liberty to announce their names. From the fact that Republicans have not had a chance at this office for many years, and as there seems to be a "fighting chance" for them to be successful this year, there will probably be no lack of candidates. The Journal is interested in seeing a good man nominated by each party.

BOOK TABLE.

Hunter's Historical Games.—These "helps to history" have reached their sixth revised edition. Twenty different games can be played with these cards, and every game is both instructive and amusing. 75 cents a set. Published by D. E. Hunter, Bloomington, Ind.

State Normal News is the name of a little paper recently started at the State Normal School at Terre Haute. Its primary object is to keep the former students of the school informed as to the whereabouts and whatabouts of one another, and of what is transpiring at the old school. Another object is to give such hints and suggestions as to matter and methods of school work as will be helpful to its readers. It is very readable and highly interesting to those for whom it is especially intended. Professors Parr & Hodgins are the editors. Price 50 cents per annum.

Littell's Living Age, an extensive advertisement which appeared in last month's Journal, is a library of current literature in itself. It is a weekly, and within a year gives more than three and a quarter thousand double-column octavo pages of reading matter. It does not give original matter, but it selects the best articles from all the leading foreign magazines and covers all departments of learning. It is a complete compilation of the best current literature, and embraces the productions of the ablest living writers. Published by Littell & Co., Boston.

The Christian Union, published in New York, is the best religious and family newspaper published in the United States. It is always Christian and never sectarian. It has strong convictions of its own, but never forces them upon others. It is always fresh, vigorous, suggestive, and helpful. Henry Ward Beecher & Lyman Abbott are its editors.

Our Dumb Animals is the name of a monthly paper published in Boston, Mass., by the "Massachusetts Society for the Prevention of Cruelty to Animals." It is excellent; is certainly doing much good. We wish every boy in the land could read it. Teachers can not do a better thing for a boy than to induce him to send \$1 and subscribe for it.

BUSINESS NOTICES.

Prof. J. A. Steel, of Lebanon, Ohio, Normal School, has been employed to teach in the Normal School at Danville. Prof. Steel is a strong man.

C. E. Dickinson & Co., 82 and 84 North Pennsylvania street, Indianapolis, are the most extensive dealers in School Furniture and School Supplies in the state. Their rooms are elegant, and they keep everything that the enterprising teacher desires as helps in his work. It will pay any teacher to call and see their display, although not wishing to buy anything.

A BRIEF HISTORY OF THE NORTHERN-INDIANA NORMAL SCHOOL.—The Indiana Normal School and Business Institute opened in Valparaiso, Ind., September 16, 1873. The buildings occupied were those known as the Valparaiso Male and Female College Buildings. These having been vacant for a number of years, were much out of repair.

The attendance at the opening of the school was thirty-five; the number of teachers employed, four. During the year the buildings and grounds were put in complete order. The number in attendance increased to one hundred and seventy-two. At the opening of the second year the number in attendance was two hundred and ninety-nine.

A brick boarding hall of sixty-four rooms, and a frame of eighteen rooms were erected during the first term of this second year. From the beginning of this year, 1874, until the present time, the attendance has steadily increased, until now the term attendance is one thousand seven hundred and twenty-three, and the yearly attendance is two thousand five hundred and seventy.

During the summer of 1875, another brick boarding hall of fifty rooms, and the west wing of the College Building, were erected. The main building was at the same time completely remodeled. New furniture was supplied throughout the entire school building. Since that time, a fine Reference Library of three thousand volumes has been placed in the Reading Room. Every department of the school has been equipped with the most approved apparatus, and every convenience supplied.

During the Fall Term of this the seventh year of the school, another addition has been made to the school building, and another wing containing sixteen rooms added to the first boarding hall erected.

The number of organized departments now under charter in the school is fourteen; namely: Preparatory, Teachers', Business, Collegiate, Medical, Fine Art, Musical, Phonographic, Telegraphic, Review, Penmanship, Engineering, Law, and Elocution.

The number of Instructors employed is nineteen. The expense for board, room rent, and tuition, is \$95.00, the student furnishing his own fuel and lights.

The expense of running the school during the year 1878, was \$24,000. Now the expense is greater. The value of the building and grounds controlled by the school is about \$90,000.

The entire work accomplished since the opening of the school in 1873 is the result of individual effort. No state appropriations have been made. The school is entirely self-supporting, paying the salaries of teachers and current expenses, and erecting the buildings.

The entire management—financial and executive, has been, since the beginning of the enterprise, in the hands of the proprietor and principal,

H. B. BROWN.

The announcements that come from the Danville Normal show great enterprise in that institution.

SPICELAND ACADEMY.—This school has just closed one of the most prosperous terms known in its history. Thoroughness characterizes the work done in this institution, and expenses are as low as at any other school offering equal advantages. The success of the teachers trained here is a guaranty of the quality of the instruction given in the Normal department.

Students are prepared for the best Eastern and Western Colleges. In classical instruction the school ranks second to none of its kind in the West. The Winter Term begins December 29, 1879, and the Spring Term, March 29, 1880.

I-11

IMPORTANT ANNOUNCEMENT.

The response to the proposition made last month to publish a compilation of the School Laws, together with decisions, opinions, suggestions, explanations by the State Superintendent, etc., has met with such a response that the matter has been decided upon, and the first chapter appears in this number of the Journal.

We do this at an increased expense of several hundred dollars, and as it is in *addition* to the usual matter given in the Journal, and will be very valuable, we call upon all of our old subscribers to send us new subscribers. There is hardly a teacher in the state that, by a little effort, could not send in at least one new name. Let every one make the effort.

The chapter given indicates the manner in which each subject will be treated. The different chapters will cover the ground of the entire law. [See December number of the Journal for a list of the titles of the different chapters.]

In connection with and in addition to the above, we repeat the "*Special Offer*" made last month:

SPECIAL OFFER.

To any one who will send us two new subscribers at \$1.50 each, or four subscribers at \$1.25 each, between this and January 1, 1880, we will send them the SCHOOL JOURNAL MAP OF INDIANA.

This is one of the latest and most correct maps published. It is 27x36 inches in size—large enough for all ordinary use in the school-room. It shows the counties in different colors, bounds the civil townships, locates correctly every railroad in the State, and gives the name and location of nearly every post-office. It is a very complete map, gotten up in good style on heavy map paper.

Teachers, go to work and do an excellent thing for yourselves, your neighbors, and for us, by sending in at least *one thousand* new subscribers.

McRae's School Records, embracing the School Register, Superintendent's Register, Reports of Pupils, Blank Monthly Reports, etc., are all ruled by Metric System. Prepaid sample of School Register, 67 cents. Address Metric Depository, Muncie, Indiana.

SENT FREE—A specimen copy of the Musical Herald, a journal of 28 pages, for Teachers, Students, and all Lovers of Music. The Foremost Writers in all departments of musical culture, including Voice, Piano, Organ, Orchestral Instruments, Choral Music, both Secular and Sacred, Theory and Methods of Vocal Music for Public Schools, Seminaries, and Colleges, and Harmony, have been engaged, making it a journal indispensable to a broad and comprehensive Musical Education. Terms, \$1.50 a year, which includes \$10 worth of Music of the highest character. Address THE MUSICAL HERALD CO., Music Hall, Boston, Mass. i-11

SOMETHING NEW.—New Music, New Songs, New Book. "Every Day Songs," with Cantata for Exhibitions. By Henry Schoeller. For Schools, Colleges, Singing Classes, and Home. Original, Unsectarian. Suited to all. 35 cents a copy, \$3.60 a dozen. Also, "Favorite Songs," by H. R. & T. H. R. Christie. For Singing Schools, Choirs, Congregations, unequaled as a class text-book. 60 cents a copy, \$6.00 a dozen. Sample pages free. Published by [12-41] R. W. CARROLL & Co, Cincinnati, O.

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IMPORTANT TO TEACHERS.

NEW PUBLICATIONS—Clark & Maynard, New York.

Anderson's Popular History of the United States. Arranged on a new plan, and embraces selections from the writings of eminent American historians and American writers of note. Sample copy to teachers for 60 cents.

History of Rome, by R. F. Leighton, Ph. D. (Lips.). Fully illustrated. Embracing valuable information concerning recent discoveries, etc. Sample copy to Teachers, 75 cents.

Reed and Kellogg's Graded Lessons in English, and Higher Lessons in English. A complete course in two books. Commended by our best educators as being the most *practical*, thorough, and systematic series now before the public. Every Teacher should examine them. Thomson's New Practical Algebra. Hutchison's Physiology. Catalogue and Prices sent on application.

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INDIANA " " SCHOOL JOURNAL.


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No. 2.

MINUTES OF THE INDIANA STATE TEACHERS' ASSOCIATION.


INDIANAPOLIS, MONDAY, Dec. 29. 1879.

 HE State Teachers' Association held its twenty-fifth annual session in Masonic Hall, and was called to order at 7.30 P. M. by the retiring president, J. M. Bloss, superintendent of the Evansville schools. The meeting was opened with prayer by Rev. N. A. Hyde, a member of the Indianapolis School Board.

The address of welcome was then delivered by ex-Gov. Thos. A. Hendricks, and received with applause by the Association. He said:

I feel it an honor to address you, for when I speak to the teachers of Indiana I speak to men and women who belong to a learned profession that now in this State ranks with the other learned professions. The very great advance which has taken place within my own memory in this respect I attribute to the policy which has been followed by the State. I can recollect when there was no such system of education as we now have—when school-houses were at the cross-roads, log school-houses; and even log structures were seen in some of the larger towns. It is not so now. Then the teacher was a matter of accident, I may say, for until he came no one knew who was to be teacher. There was no authority delegated by society to any one to select a teacher; there was no examination of teachers; and the relation of the teacher to the community in which he taught was only that of a mere contract based upon a subscription paper, by the signing of which the parents offered to pay for the number of children named.

In 1855 the average number of days taught in the schools was sixty-one for the year. Three or four years ago the average length of the school term was 130 days, and now it is 132. In 1855 there were only 4,016 teachers; now we have above 13,000. In that year there were 206,994 children taught in the schools; now there are more than half a million. I shall not speak of the revenue of the schools twenty-five years ago. It was insignificant compared with the provisions which the State now makes for her public schools. The fund for the support of the school system of Indiana is now above \$9,000,000. That fund can never be less: it can never be impaired, because it is provided by the constitution of the State that it shall never be diminished for any purpose whatever. It is now being gradually and largely increased, and soon it will be \$10,000,000. For the support of the common-school system during the past year, \$4,904,000 has been expended. In our system of education 9,647 school-houses have been occupied, and the grounds upon which they are situated are estimated to be worth \$11,522,508. The maps, apparatus, etc., used in the school system, are valued at \$265,296, making the aggregate of school property as to-day estimated at \$11,787,000. As I have said, the teachers numbered 13,590—thirteen regiments of teachers, having under their tuition scholars amounting to half a million. Five hundred regiments of children, thirteen regiments of teachers, the grandest army that Indiana could produce. [Applause.] Of this 13,590 teachers, 5,532 are females. When I was a boy it was a rare thing to see a lady engaged in that profession. I was placed under the care of a female teacher, and her virtues and excellencies are impressed upon my memory, and I am glad now that this profession has been opened wide to the women of Indiana. It is hardly proper to speak of your duties in an address of welcome, but when I speak of this grand system which the people of Indiana have provided, I can hardly stop without a reference to the relations existing between yourselves and the people of the State. If I were to say just what I have thought I would tell you that the first excellence of a teacher is patience, and the next fidelity; and I would put both of these qualities above the very accurate knowledge of what to teach, because if a teacher does not understand just all about it, some way or other the children and she will find out between them. But if the teacher lacks patience and fidelity, his life is a failure. The teacher should be the friend of the scholar; his companion, his guide. Did you ever stop to reflect that the child is an imitative being, that he is all the time imitating you, and that therefore you should be constantly upon the very best conduct and behavior? Let your example be, in every respect, worthy of imitation. Everything that is beautiful should be presented to the child in the school-house. There should be nothing in the school-house harsh or discordant from the commencement of the session to its close. It is your duty to make education agreeable. It is no use talking all the time about duty. Make whatever you teach interesting, and then you can not keep a child from learning. I do not know any duty more important for teachers than that of making the school pleasant.

You represent, in this Association, the thirteen thousand teachers that are now impressing the impressible minds of the boys and girls of Indiana. You are trusted more than any other men or women in the world. The future

tastes, habits, and possibilities of the child are given over to your charge and keeping, at that period of life when it is most impressible, and you are to make the impressions that will be the foundation of character.

To-day the State tax for the support of the schools is three cents on the hundred higher than the entire taxes for the State government. (Governor Williams—"Four cents higher.") The Governor corrects me, and says it is four cents. These taxes are paid cheerfully, and it is your business and the business of those you represent to see that no offense in any way be given to those who maintain these schools. You have your duty to discharge in the education of the children, but there is a limit beyond which your duty does not go. In the schools those questions upon which society is permanently divided, are not to be brought up. No party question, no dogma of the church must be brought into the schools. [Applause.]

J. M. Bloss, the retiring president, in response to the address of Governor Hendricks, said :

It affords me pleasure, in behalf of this Association, to return to you, and through you to the citizens of Indianapolis, our hearty thanks for the cordial welcome which we have received at your hands. To-night you have addressed our Association, enrolled in whose ranks are the representative educators of every county of this commonwealth. Your words of advice and encouragement, the appreciation of our work which you have so happily expressed, will, I assure you, not be lost, but bear its fruit in every school district in the State. Nor are the men and women composing this Association so wedded to any particular feature of our school system that they are unwilling to hear friendly criticism. You will find, sir, that they are always ready to adopt new views so soon as they find them to be true views. This Association has for its object the upbuilding of education and educational interests in every part of the State. By education as understood by this Association is meant not only the cultivation of the intellect, but with the cultivation of intellect the cultivation of the heart. It is our belief that every member of this Association would think it far more important to make a good, honest, upright citizen of his pupil than an eminent scholar. It is our desire not only to lay the foundations upon which an intellectual superstructure may be erected, but to teach our pupils to obey the laws—the laws of the State and of the United States; to love truth for its own sake; to love honesty and to abhor trickery; to love virtue and to shun vice; to love their country, to protect its institutions, to defend its liberty, and to maintain its honor, wheresoever and by whomsoever assailed. [Applause.] We are aware that the great mass of the youths who come under our charge must depend upon manual labor for a livelihood, yet if we can instill into their minds a high code of morals and an intellectual culture which will give them pleasure in the hours of labor as well as hours of leisure, we shall have accomplished much.

After the Association had been favored with a song by Miss Lillian Stoddard, J. T. Merrill, the president elect, of Lafayette, delivered his inaugural address, of which the following is a synopsis :

No one who has been observant of facts, and has been acquainted with the matters of education in the State of Indiana during the last ten or fifteen years, can help being forcibly impressed with the rapid strides and substantial progress of the common schools. Any one who will read the seventy-one papers furnished by the county superintendents to the State superintendent, and published in his late excellent report, must conclude that there has been progress made in this—that in a majority of counties, stronger, better and more thoughtful men have been placed at the head of the schools. The same improvement in character of teachers is apparent at every institute and association. Consequently upon this, another indication of progress is seen in the gradation of the country schools, thereby saving much repetition and labor on the part of the teacher, and securing better and more definite results on the part of the pupils. During the last ten years over 4,000 school houses have been built in the State of Indiana. The people have contributed \$5,000,000 for this purpose, and during the same time have invested more than \$20,000,000 in paying teachers—a very emphatic indorsement of the common school system, especially since the school taxes have been paid with as great willingness as any.

Politicians have recognized the fact that public education is in great favor with the people, and the various political parties now vie with each other in declaring their adherence to the system of non-partisan, non-sectarian common schools. The school laws in this State, as they are, without further tampering with, are perhaps as favorable for the advancement of education as in a republican government laws can well be made—not so much in what they demand as in what they permit. Our law now accords to each town or township the privilege of having the best possible schools, and of any grade, limited only by the ability and willingness of the people to sustain them. In view of all these aids, it would undoubtedly be more appropriate for us as teachers, instead of asking more of the people, and talking much about “educating the people up to a certain degree of appreciation,” to inquire, Are we doing our part? What are the things most needed in promoting the common school interests which are within our power of bestowing?

We need to exercise careful thought in reference to the incentives to study which we place before pupils. Have we not more or less to do with giving force to the saying, “Educate a boy and he won’t work,” not by direct, but by indirect and inferential instruction? We once heard a teacher lecturing a boy in the presence of a school like this: “Young man, if you expect to dig post-holes for a living, or drive a dray, or be a butcher, you have education enough now, but if you calculate to be successful in any of the higher vocations in life, you must apply yourself more closely than heretofore.” Inference: manual labor dishonorable, low, beneath the dignity of the educated. Have we a proper conception of the ends of education? Have we not fallen into the habit of looking upon the advantages of education as valuable in that they give to the possessor greater facility to acquire property, or to take a better relative standing in society? But, however common, this view is low and mercenary. When these mercenary views become the highest, when they are universally acted out, all that now most excites the enthusiasm and warm devotion of the higher order of minds will pass away; literature will be pros-

stituted, and its institutions being but the means of the selfish advancement of the few, will lose their honor. If there be any one thing which may be regarded as an end, and not as a means, it is the expansion of the true culture of the mind. Wealth is a means; place, influence and power are means; but the expansion of the mind is an end. The opening flower, the ripening harvest, the falling leaf, the running water, the starry concave, have a voice that speaks to man, to instruct and to lead him in the way that is good. Hence, it is not in the city only, in the chief places of concourse; that "wisdom crieth and understanding uttereth her voice;" it is also in the forest, on the hill-top, by the side of the still river, and we affirm that whoever will observe the constitution of nature will see that it is wonderfully adapted to chasten and elevate the feelings, to awaken curiosity and call forth the observing and reflecting powers of the mind; but we can not conceive of him acting in his true character as a man, who is to become what God intends him to be, except in connection with the expansion of his higher powers. Wisdom may be her own reward, for the acquisition of knowledge is one of the purest fountains of earthly gratification. As the little child shouts with joy over the pictures of a new book, so the student may be continually delighted as he turns leaf after leaf in the inexhaustible volume which contains the wonders of nature, and as he gazes, some magic power expands his vision until he sees, far beyond his first view, more enchanting beauties and grander truths unfolded. We need not offer wealth to the student. It is not necessary to tempt him with exemption from labor. There is no department of study that does not contain sufficient attractions, when properly presented, to lure the pupil on to further investigation. To go to the meadow and analyze the multiform plants and learn the uses and wonderful design in each; to go to the sea shore and gather shells, and study their curious history; to dig down into the earth, and on each layer trace the footprints of the Creator; and in her craggy chambers read the conflict of ages, are in themselves worthy employments; but when the student engages in them for the purpose of enlarging his capacity for usefulness, they become sublime.

Teachers, if we would have the schools continue in favor with the people from whom they have received such emphatic indorsement, we must keep before us and our pupils the higher ends of education. We must not suffer these luminous points to become obscured; for these high and disinterested ideas of man truly elevated, when properly considered, constitute the chief attractions to the institutions of learning in any country. Our reward will not only consist in the shekels received for teaching, for the more these higher powers are developed the more they are strengthened and expanded, the stronger will be our feeling of satisfaction, and the stronger would it be, even though man had no physical wants to which he might cause science to administer. We love to see the river increase as it moves onward toward the sea. We love to see the aurora borealis shoot upward, higher and higher, until it reaches the zenith. Men speak of material beauty, and it is proper, in this world of ours, but there is no material object upon which the eye can rest with so much satisfaction as upon a community of youth in a course of true pro-

gress, coming forward to be what they ought to be, to lay the fruits of their ripening faculties upon the altar of public good.

Governor Williams was then invited to address the Association. He said:

MR. PRESIDENT: I think you are varying your programme. I do not see my name upon it. I am usually called upon for the purpose of surprising me or the audience, or perhaps both.

I could not help thinking of the pleasant time I should have had, if I could have had such fine school houses as Gov. Hendricks spoke of. In my day we did not have any cross-roads. We built our school house in the woods, and like Daniel Boone, when our house was not near enough to a tree that we could fell and chop it and carry it in, we moved away and built another. Then there was no need to talk to boys about industry; we all had to work; each boy in his turn had to chop the wood in the evening and lay it in for the next day. While educating the brain, we also educated the muscle. Two years ago, I saw the subject published for discussion in your Association, "Educate a boy and he won't work." I had a great curiosity to hear what would be said upon that subject. I thought they were afraid to touch the proper points. If I had been called upon, I would have liked to talk a little on that subject, but I guess they didn't know I was there. I say, educate a boy *right* and he will work. [Applause.] That education must commence with the mother, and with the school ma'am, if you please. They may say "you must take exercise to give yourself health, and you may as well take it with some useful implement in your hand." By all means encourage them to earn their bread by the sweat of their own brows instead of their fathers'. I was speaking upon this subject a year or two ago at one of our colleges, when I said that if the teachers and preachers would encourage the youths to labor, they would be better for it. I told them I seldom heard anything of the kind from the pulpit. A gentleman said to me, "probably you don't go to church as often as you might." Well, perhaps that is true, and perhaps that is one of the reasons why I don't go. If I could hear the preacher say, "Be honest, be industrious, love and obey your parents and teachers, obey the laws of the country and the laws of God," I would say, you are acting in the right direction. If they would do this, there would be less for me to do. There would be fewer in prison, and fewer violations of the laws of the land. Encourage the children to keep out of bad company, and there will be less trouble for me and fewer tears to be shed in this land. I hope you may have a pleasant and profitable time during your interchange of sentiment here.

Miss Lillian Stoddard and Mr. Sydney Read then sang a duet, Mr. Read accompanying with the piano.

Samuel Lilly, of Gosport, was appointed assistant recording secretary, J. M. Olcott railroad secretary, and Eli F. Brown, Indianapolis, assistant permanent secretary. Adjourned.

SECOND DAY.

TUESDAY MORNING SESSION.—President Merrill in the chair. Prayer was offered by Dr. Fisher, president of Hanover College. The Association, led by Prof. Loomis, united in singing a hymn.

The president then announced the names of the Committee on Resolutions, as follows: E. E. Smith, Purdue University; Prof. J. M. Coulter, Wabash College; J. T. Smith, New Albany; John Cooper, Richmond; J. B. Roberts, Indianapolis.

Warren Darst, principal of the Central Normal School, Ladoga, then addressed the Association on the subject of "Thoroughness in School Work." [This address will be published in full in the School Journal.]

D. W. Thomas, superintendent of the Wabash schools, opened the discussion.

He thought it would be well to make a distinction between thoroughness and exhaustiveness. To teach exhaustively is to teach all that is known of a subject; to teach a subject thoroughly is to teach well the parts of the subject considered.

He then proceeded to give what he considered some of the most fruitful causes of the superficial and unsatisfactory work of the school room. The first mentioned, is a lack of thoroughness on the part of the teacher. When viewed in the light of instructors, educators, professors, our forgetfulness is truly alarming. Could we trade off what we do know for what we do not know, our stock of knowledge would be vastly augmented. Another cause for lack of thoroughness is ignorance in regard to the nature of the facts to be taught, their relative importance, and the relation they sustain to each other. On account of this, we have attempts at teaching, without any definite idea of the specific, or even general results to be attained in education, and without any true conception of the deficiency that any particular branch of study in a course of instruction is intended to supply. Naming words without understanding their meaning is called reading; rules are taught instead of principles; reasoning without anything to reason about, and the signs of ideas instead of the ideas themselves, under the delusion that when the ideas do come along each will take its place in the appropriate frame prepared for it. Another cause, is the cosmopolitan or omniverous character of the courses of study in many of our public schools. Perhaps they are made upon the principle that the more you have of a good thing, the better you are off; that if pupils succeed well when pursuing four or five distinct branches of study, they ought to do much better with ten or twelve. Whatever may be the motive, the thing is false and fatal in practice. We might with propriety inquire, When do the children get time to think? There is little in most courses of study that might not be studied with profit if time could be given them, but even then, the attempt to pursue so many studies at the same time would not be productive

of the best results. The meagre compensation of teachers; hot-house institutions of learning, the proprietors of which seem to regard the development of mind as a kind of growth; but suppose, that like Jonah's gourd, it attains its full size in a night; and the indifference of the people, were given as causes for lack of thoroughness. The speaker closed his remarks as follows: Whenever and wherever there is a demand for railways, telegraph lines, machine shops or banking houses, where the people think they will pay, there they are built, and competent persons are found to manage them. So, when the people feel the need of thorough work in the school room sufficiently to pay for it; when there is a demand for eminent scholarship, eminent scholars will be found to do the work. The supply will always equal the demand.

Rev. W. R. Halstead, of De Pauw College, New Albany, who was to follow in this discussion, was not present, and his place was filled by his assistant, R. A. Ogg.

Mr. Ogg said: I have observed, and I wish to emphasize this, that it is common for teachers to spend a great deal of time on unimportant things, and leave the higher faculties undeveloped. I have seen much in the teaching of history, just in this way; to crowd the memory with the dates of unimportant events, a method very good indeed for a show on examination; but ask those pupils questions which will develop their ideas, and you will find but little coming from them. The difficulty is they are not trained to reason upon these things. We can use the events in history, not simply as a test of memory, but to develop judgment and thought. I have found it a valuable plan to set the class to thinking and form ideas of their own. I have asked them to name five American generals in the order of their success, and then give the names of five British generals in the order of their greatness. They would name them in quite different orders. Then I would say, "Give me the reasons why you consider these generals the greatest." I have had some grand discussions upon the late civil war. They had thought while studying, not simply memorized, and the result was development. I have no patience with that teaching in grammar which gives a certain model for parsing, and requires that model to be followed precisely; this would only be a dead weight to the pupil. In geography, with regard to the character of the answers required, I object to the plan of requiring that the answer contain the substance of the question repeated. Suppose I ask the question, "What mountains are in the angle between the Hudson and the Mohawk rivers?" You would not stop to go through all the rigmarole of saying, "The Adirondack mountains occupy the angle between the Hudson and the Mohawk rivers," but give the answer at once, "The Adirondack mountains," without all that rigmarole. I have no patience with that sort of teaching which spends so much time in drilling upon the exact pronunciation of *ah* and *thu*, instead of the thoughts contained in the reading lesson. In arithmetic there is a model given for nine successive steps, and every single problem must be the counterpart of the one given. These models are well enough in the beginning, but they are carried to the extreme, and the result is, we make parrots of our pupils.

Thoroughness is only a means to an end, but not an end itself. He who has acquired the habit of being thorough in whatever he does, has acquired an education. We are all trying to teach too much, and as our president said, we are hurrying our pupils through, and graduating them when they are just getting ready for the work. We should teach them to think, and to think for themselves.

A general discussion followed, in which R. A. Sturgus, Dr. Reynolds, and others took part.

Hon. J. H. Smart then addressed the Chair:

A suggestion has been made to me by a number of teachers that it would be wise for the Association to appoint a committee for selecting a list of books to be recommended to children to read. A good library is one of the best means of preventing mischief on the part of children. I am very much interested in the matter. I move a committee of five be appointed, with instructions to prepare a list of books suitable for children, that teachers may know what to recommend to children, and that this committee be instructed to report at the next convention of the Association. Carried.

A recess of ten minutes followed, after which Mrs. Emma Mont. McRae, principal High School, Muncie, read a paper on the subject,

“TEACHING AS A PROFESSION.”

[This will be published in full in the School Journal.]

The discussion of the subject was opened by Miss Belle Fleming, of Vincennes High School, who said:

Any division of labor that requires special knowledge or preparation, is a profession. If teachers expect their work to become professional, they must become professional. Training and normal schools are doing a great work, and the time is very nearly, if not fully past, when a person can become a teacher without any special training. The advance of teaching has been no less marked than that of other professions. Special qualifications are needed now. While teaching has reached some degree of respectability, yet there are still many who resort to it only because they are fit for nothing else. The assumption of the place is an acknowledgment of their skill. Many people commence teaching without any special preparation. To become a minister, lawyer, or even a good mechanic, requires an apprenticeship of years; but to awaken the minds of those who are to do this work—to raise up children to become useful and honorable citizens, seems to require no preparation. However, the consciousness of leading a life useful to others will necessarily attract many noble minded and highly educated people to the work. If teachers do not respect themselves enough to qualify themselves, they can not expect to be respected. What teaching most needs to make it truly a profession, is greater permanency and better pay, and these must first be secured before we can hope for the best results.

Dr. Reynolds continued the discussion. He said :

The teacher must conduct himself professionally in order that the profession shall be recognized more than it is now. The profession was recognized most nobly by Louis Agassiz, the greatest of naturalists, when he wrote his name "Louis Agassiz, Teacher." We can do likewise if we show like pride in it. We come together here to make up this guild. All trades and professions have their guilds, and we should keep up our guilds; our State and county associations, for they do more than we know of to keep us up.

Another matter I wish to mention. We too much neglect our educational journals. The influence of these upon the teacher is to encourage him to do something he has not done before. The journal is a normal school spread out for the teacher.

President E. E. White, of Purdue University, then said :

I listened to the admirable paper just read with special interest, and I rise with the belief that its discussion may be profitably continued.

Two things are essential to the existence of a profession. It must require special preparation for its practice, and it must be entered as a life work. It is difficult to conceive of a profession when either of these conditions is wanting. A business entered upon without preparation and filled largely by temporary occupants, has certainly small claims to the dignity of a profession. In the light of these statements, it is evident that teaching is not yet a profession, and I am free to confess that I have little hope that it will soon reach such a position. There are two obstacles in the way—one the fact that so many schools are in session but a portion of the year, with a low compensation, thus failing to afford continued employment; and the other the fact that so many positions are, and ought to be, filled by women. So long as these conditions exist teaching will be largely a temporary occupation. If no young lady who has any expectation of leaving the teacher's position is to be admitted to it, very few will knock at our school room doors for entrance. The most that can be accomplished is to demand of all who enter *special preparation* for the duties assumed. An increasing number of teachers have not only made this preparation, but are making teaching a life business. These are the professional teachers, and it is desirable to increase their number. The greater the number of such life-teachers in our schools, the greater will be their usefulness and the higher their success; but it is idle to demand that no other teachers be employed. The great majority of teachers will continue to assume their high office as a temporary occupation.

This leads to the anti-professional influence of the system of examining and licensing teachers. It is ridiculous to talk of teaching being a profession under a system that shuts the doors of every school room against the teacher at least once in two years. The teacher who has not the right to teach without submitting to a periodical examination of his qualifications, has a poor claim to the dignity of a professional teacher. I have long urged that our school policy should be so changed as to recognize and honor the merits of those who have met the conditions of professional work. A beginning has been made in the

provision for State certificates, but this falls short of what is needed. There should be two classes of professional life-certificates, one of a high grade and one more elementary, and the latter should be put *within reach* of the teachers of elementary schools. Their life-certificates should be the recognition of professional merit, and they should be based on scholarship, professional skill, and successful experience. They should be issued by some authority competent to make the necessary tests, and to preserve necessary safeguards. We are moving in the right direction, and it is hoped that worthy professional teachers may soon be exempt from what has been called the "eternal examination grind."

Permit me to say, in conclusion, that I do not regret the fact that many young people enter upon the business of teaching, even though so many enter it as a temporary occupation. I most regret that so many of our teachers have made no adequate preparation for the great work they assume. The host of educated and accomplished young ladies who enter our schools bring into them a fresh, warm life of highest value. Their methods may not be perfect, but their enthusiasm and earnest consecration are elements of power which we can not afford to eliminate from our schools. What a joy to the child is the fresh love of these young teachers, so inspiring, so stimulating! Experience, of the right kind, has its value, but a long experience in the use of wrong methods disqualifies for true professional work. Let us put the conditions of admission to our schools as high as possible, including professional training, but let us not regret that the children will still be so largely under the instruction of those who bring to their work the power of a fresh womanhood or manhood.

W. A. Bell wished to say a word in behalf of old teachers:

President White has criticised severely us old people. Somehow teachers will grow old. He has made a plea for persons continuing in the profession, and yet his plea is for *young* teachers. President White's speech lacked one thing: he did not tell us how to grow old gracefully; how to grow old in years, and remain young in spirit. Some of you have seen published in several papers, the statement made by Longfellow in answer to a letter from a friend, asking him how it was that his poetry of to-day is as full of life and freshness as what he wrote forty years ago. He answered by saying that he knew a pear tree two hundred years old that bears as sweet fruit as when it was a young tree, and added, "I presume it is because that tree *grows* a little every year." I thought that would apply excellently to the teacher. I have known teachers younger at forty-five or fifty, than other teachers at twenty. Years do not measure the age of the spirit. If teachers will *grow* a little each year, they may live to enjoy a *green* old age. Give the old teachers a chance.

Prof. S. K. Hoshour was then introduced and greeted with applause. He said:

My voice is so feeble I fear you can not hear me. I wish to test my claim to being the oldest teacher in the State of Indiana. This winter sixty years ago, I taught my first school, under circumstances similar to those which our

worthy President White indicated a little while ago. I have taught about forty solid years. The first school I taught in your State was in 1835, forty-four years ago. I presume there are very few before me now who had any interest in school matters then. I taught a district school, a little north of Centerville, for \$20 a month. I frequently say the teachers of the present day have a very pleasant field. Forty-four years ago the school field was a little like the fields throughout the country: new, and full of stumps and limbs fallen from dead trees. I have enjoyed the profession very much. Am now in my 77th year, but I feel as young now, in the presence of teachers, as I did 40 years ago.

Call it a profession or anything else; it is an avocation. Perhaps you do not feel the dignity of the avocation as you might. You call yourselves teachers, instructors. Did you ever think of that word, instructor? The instructor is an *in-builder*. Every child, man or woman carries a hamlet, town or city in the head. Much depends upon the quality of the foundation upon which you build. May you then build not for time alone, but for eternity.

E. E. Smith then offered the following resolution, which was referred to the committee, after which the Association adjourned until afternoon:

WHEREAS, It is well known that there is no preparation by the State, or otherwise, for the support of superannuated teachers or those who have been broken down by earnest and faithful work in the school room; and

WHEREAS, It is right and proper that teachers, like those of other professions, should be bound together by the ties of common sympathy and common interest; Therefore be it

Resolved, That a committee of five be appointed to consider the propriety and feasibility of organizing a mutual benefit association of the teachers of Indiana.

TUESDAY AFTERNOON SESSION.—S. E. Miller, superintendent city schools, Michigan City, read a paper on

"SCIENCE IN THE ELEMENTARY GRADES."

Of which the following synopsis is given:

The trio of intellectual representatives are not equally attractive to all, nor do they wear always the same beautiful countenance. Literature attracts by her ever-changing mien; she stands transfigured with attributes divine or frowns with passion diabolical. Art bears a more pleasing countenance, and awakens an æsthetic thrill that lifts the soul above the sordid cares of earth. But science, with strength born of conscious superiority, stands between and supports her companions. Her face is grave, at first almost forbidding, but as we gaze how wonderfully attractive it becomes. Sternness changes to strength, reserve to radiance, passiveness to power. And when she begins to unfold the secrets of her wisdom to us, we fall at her feet, willing to become humble

worshippers at her shrine. Man never subsisted on an unchanged diet but once, and then it was angels' food. Science furnishes us with an endless variety of material for mental growth if we will but draw from her stores. Somewhere I have read a description of a woe-begone dyspeptic, whose lank form seemed to receive but little sympathy from his loosely-hanging garments, for his waistcoat seemed to be crying out continually, "Pad me with hot biscuit." Have we never seen children who, nauseated with cold mental pabulum, were crying out in actions if not in words, "Oh! give me something warm!" Even before the child has learned to read he may be taught orally many things which will prepare the way for advanced instruction in science. Subjects somewhat like the following will afford much that is within the comprehension of quite young children: Air, water, light, color, flowers, plants, animals, and kindred subjects, together with their various uses and mutual adaptation to each other. A little further on some of the more ordinary phenomena connected with every day life will be relished by the already awakened curiosity. Still later might be given some of the simpler laws that govern ordinary substances: as, that warm air rises; water seeks its level; light passes in straight lines, and so on, with a reference to the difference it would make in our comfort and convenience if the opposite conditions prevailed.

Sometimes the reading lesson contains scientific truth which may be brought out by illustrations. Is the lesson about soap-bubbles? Bring in the clay-pipe and the bowl of suds. Is it about the rainbow? Let the prism or a glass pendant serve the purpose of the falling rain drops. Is the ever waxing and waning moon the subject of contemplation? Let the children see in the half-pared apple, as it is carried around their point of observation, a reproduction of that luminary's phases. Without illustration, many of the truths of science are dry to children; and I hope I shall not be thought uncharitable when I say that the trouble to prepare suitable illustration has hindered, more than any other cause, the development of science in our elementary schools; for teachers often know far more of these things than they attempt to teach. It seems to me such enthusiasm might be created in this direction as to entirely destroy all taste for "dime novels," "nickel libraries," and a thousand other worse than useless publications that excite the youthful imagination and weaken the understanding. The tendency of this wealth-coveting age is to make everything subservient to the love of gold. Even parents, not unfrequently, change the good old maxim, "Knowledge is power," and compel their children to read it, "Money is power; knowledge don't amount to much." They want their children taught "to figure well" with the ten Arabic characters, whether they figure at all or not in after life.

I would urge as another reason in favor of the early teaching of science, the necessity that exists of counteracting the baneful effects of superstition. Young children often receive from ignorant persons the most preposterous explanations of phenomena, that science would clearly explain. To so great an extent has the influence of such persons been unwittingly carried, that I have frequently known children of respectable parentage, who knew more of demonology than of theology, whose early years were made anything but joyous by thoughts of witches and ghosts, and whose waking hours were rendered utterly miserable

by the fear of death. Did the old mirror separate in twain through the unequal expansion caused by the proximity of a lighted candle or lamp, death would enter that household within a year. Did the tough dough of the baking bread, no longer able to confine its pent-up gas, burst the crust to let it escape, that loaf, designed to sustain life, portended death. Hundreds of so-called "signs" equally foolish and false creep into children's minds only to keep out the truth, and to hang a pall before the youthful eyes that should beam with joy and intelligence. An aged gentleman of my acquaintance, who scouted the idea of a belief in signs, once said, "Somehow I would always rather see the new moon over my right shoulder." In the future state I believe we shall have no further use for ledgers and daybooks, interest and discount, profit and loss, neither shall we learn geography any more, for we are taught to expect "a new heaven and a new earth;" but we believe it shall not be so with the mysteries of creation, which we call science. The little that we now know will then be found to be but the alphabet in the great book of truth God may open for our perusal. Why not begin with the unfolding mind, and let each day's teaching lead the youthful thoughts to nature's works, and thus the youthful heart to nature's God?

Prof. J. C. Ridpath, of Asbury University, Greencastle, opened the discussion of the subject. He agreed with Mr. Miller, that the teaching of science in the elementary schools, tends to counteract the evil effects of superstition which ignorance instils into the minds of the children. In the course of his remarks he said:

Now, just in proportion as the mind of childhood, early childhood, is well disciplined in the principles of science, just in proportion as the child is taught to understand the true nature of cause and effect, just in proportion as he comes to understand that he himself is under the reign of law, just in that degree will he rise, in after years, to a true sense of the beauties of nature and a rational faith in the purposes of God. Such a child, so disciplined, when he has put on the toga of manhood, will never shame the intelligence of his race by employing the vain conceits of hocus pocus and quackery. He will never excite the derision of his fellow creatures by carrying buckeyes in his pocket to cure rheumatism. He will never smoke tobacco, eat opium, or drink rum, fondly dreaming that he will by hook or crook escape the consequences of the outrage; for to him the laws of nature are fixed, and poison kills. To such a mind, effect always follows cause, fact is linked with fact, and consequent succeeds its antecedent with the unvarying precision of a demonstration. Such a child, when grown up to assume the responsibilities of fatherhood and motherhood and the duties of citizenship, will understand beforehand that disease never comes except when the conditions of disease are present; that crime begets crime; that poverty is born of improvidence; that vice breeds defilement; that virtue is the parent of virtue; and that truth never engenders a lie.

The constancy, immutability, and sublimity of these principles ought to be engraven in all minds as with an iron pen in the rock forever; and the sooner in life the foundation of such instruction is laid, the better it will be for the future citizenship of our country. And for this reason I favor the teaching of science in the lower grades of our secular schools.

Michael Seiler, superintendent of the Knightstown schools, continued the discussion as follows:

When I first began to think in regard to this question, I could not help turning my mind to the condition of things as we find them, of the every-day condition of our public schools. It is pleasant to dream, and we all delight in building up glittering generalities, but we sometimes find the contrast between them and fact so sharp that we are admonished that we ought to deal more with facts as we find them. If I rightly comprehend the argument presented in the paper, it divides itself into two phases: first, there is an assertion that science can be and ought to be taught in the elementary grades of the schools; second, an enumeration of the advantages arising from the pupil's being in the possession of scientific knowledge. I can endorse the gentleman's assertion in regard to the advantages. There are very few branches of scientific knowledge which would not be beneficial in some way to the pupil; but we must select only so many as the pupil can pursue with advantage. As to the question, What studies shall we select? we must be guided by two considerations. First, what knowledge is most indispensable? Second, what studies can be pursued without violating some of the laws of mental development? Experience teaches me that the studies prescribed by law are as many as the pupil can pursue with profit to himself. It seems to me there is no question about that if we include music and drawing. The majority of pupils coming into the high schools from the grades below show themselves deficient in the studies required to be taught by law in the common schools. Students presenting themselves for admission into college, know more Latin than English, more geometry than arithmetic, more rhetoric than grammar. If this proves anything it proves that pupils have as much work as they can do, and more than they usually do well.

Concerning the other question, What knowledge is most indispensable? I should take it for granted that the school is a political institution in the sense that it is created and maintained by the State for the purpose of securing her own political perpetuity, and in the most important sense of all to prepare pupils for the duties of citizenship; and the subjects should be studied with this end in view. This must have been the controlling motive in the selection of these studies. The question can not be, Shall science take the place of some of these studies required by law? In the intermediate grades it seems to me altogether unwise to attempt the teaching of science beyond the subject of physiology.

The gentleman who read the excellent paper claims that the elementary principles of science can be taught to pupils before they can read. I do not believe that *principles*, however elementary, can be grasped by the child at all. It requires the activity of the higher powers of the mind, and such teaching is

unnatural and injurious. It is in itself an unscientific undertaking. The child's mind is not scientific in its action, it is artistic. We may teach the children the facts of science, but when we undertake to teach them scientific principles we are in error. The facts of science and the science of facts are two widely different things, and when we put children in the possession of scientific facts, we are not to persuade ourselves that we are teaching science.

The Association was then favored with a duet by Mrs. Grace Levering and Miss Aggie Sells, with piano accompaniment by Prof. Loomis.

After a recess of ten minutes, Miss Alice E. Brown, teacher of mathematics in Lafayette High-school, read an interesting paper on

"WOMAN'S PLACE IN OUR SCHOOL WORK,"

Of which the following outline may give an idea :

In tracing the part taken by woman in the great work of mind, one can not fail to be impressed by the fact that we are unable to follow the history of humanity beyond the point where women did not take a prominent part in education. Indeed, if we carry ourselves back 6,000 years, as most people reckon time, we may listen to the primary instruction of the race, as the persuasive tones of woman lead man to come with her into the fascinating realm of knowledge—true to her nature, not willing to possess selfishly what man could not enjoy.

Whenever and wherever she has been given mental training at all parallel to that given to man, woman shows with equal brilliancy in the work of instruction. The Israelites had a Miriam as well as a Moses; the Greeks had a Sappho as well as a Socrates and a Plato; and an Aspasia, the peer of even the greatest at a time when the mind of woman was restricted to the narrowest bounds. When Sappho lived, poetry was the only method of culture open to woman. She "trained her pupils to be poets, and to weave into verse the noblest maxims of the intellect and the deepest emotions of the heart." Young persons of "richly endowed minds flocked to her from all quarters," and she established what might be called the first woman's college. A late reviewer says, "Aspasia's influence was such as to stimulate men to do their best, and they attributed to her all that was best in themselves." She was the chosen instrument of the citizen women of the proud old city of Athens, who left the prison-like seclusion of their homes to listen to the words of wisdom from the woman who first impressed upon her sex the necessity and importance of high mental culture. The school of Hypatia, in Alexandria, was one of the most noted places of ancient learning. Her lecture rooms were thronged with eager students, and she was consulted by the most noted men of the city.

New England school mistresses, the picket guard of that vast and constantly increasing army of women teachers, which threatens in the future to rout, horse and foot, all other forces from the field, has all but captured the very

bulwark of a free government, and yet does all with the ease and consummate skill exhibited only by those who work out a divine purpose.

Two questions present themselves here: (1) Why are women, naturally, such good instructors? (2) What is the place in the work which will call her talents out to the greatest advantage; that is, what shall be her share in molding the minds of the generations?

To one who looks into the subject with careful attention, the answer to the first question depends upon the fact that the narrow life to which woman has generally been restricted, appears to have developed in her certain elements, the very essence of good teaching; personal magnetism, sympathy, quickness of resource, ability to read character, attention to detail, and patience. Vast scholarly attainments are only secondary to these requirements, for though no one would ignore what might be called the artificial preparation, the natural preparation far exceeds it in value.

From these six elements is constructed woman's chief claim to a place in school work as a first-class instructor. But where in the work can these faculties be best employed? What part of the highest work of humanity, that of molding minds to be unto themselves and others a blessing and not a curse, can be best entrusted to woman? Most persons will admit that the primary, the intermediate, and the grammar departments are successfully taught by women; most will even go farther and grant to her a share of high-school work, but will insist that what are considered the higher and more influential positions must be denied to her.

There are three reasons given for this: intellectual inferiority, lack of executive ability, and last—that most ludicrous of all reasons—such positions are not found in the path laid out for woman from the foundation of the world.

After reviewing and answering these three objections to woman's occupying the higher positions, Miss Brown concluded.

Mrs. Lizzie F. Byers, of the Terre-Haute high-school, who was to lead in the discussion of this paper, was not present.

J. H. Madden, of the Bedford schools, said:

Many of us remember the times when the schools were nearly all controlled by men. "The good old times" referred to by the old fogies. New-fangled notions were not to be tolerated, and woman was out of place in the school room. But fortunately for the rising generation, a change was made. In 1861 the men were called away to the defense of their country, and the schools were given over to the women. From that day to this, progress has been the order of the day.

Young women now rival young men in the colleges and high schools, and society is realizing how necessary is the refined and intelligent mother to the proper training and moral development of the son. How much then will the future generation owe to the female teachers of to-day.

W. A. Bell said: I was called upon this morning—by myself—to defend old teachers, who I considered had been abused. I rise at this time in defense of the *men*. [Laughter.]

The lady who read the paper made many good points, but both of the speakers have insisted that women shall do all the teaching. I rise to beg for the men. I do not wish to make an argument against the women; I never attended a school in my life in which there were no girls. I never recited in a class in which there were not women, and they were always equal to the men. I haven't anything to say derogatory to the women, but I insist that the men ought to have a chance to teach, and women ought not to take that privilege away from them. Some of them can't do anything else—[the remainder of the sentence lost in the laughter and applause.]

Further, and seriously, I think it would be better for the boys and girls, if the men have a share in this matter—I think it a misfortune to any child to be obliged to grow up without either father or mother. He needs the influence of both—the one as much as the other. What he needs in the home, he needs in the school. In the early part of education the woman element is most needed and should preponderate, but in maturer years I believe both boys and girls need to come in contact with the male mind as well as the female mind. I would not shut women out from the higher positions, and I am ashamed of the trustees of the State University and Asbury University that they have no women in their faculties.

Miss Grider, of Lafayette, thought there was yet no danger of the men being crowded out of the profession. Of the great army of 13,000 teachers in the State, only 5,000 are women. We do not want people for teachers who can not do anything else. If these 8,000 men have the capacity, let them take their places, whether in the primary department, the high-school, or the college.

Prof. G. W. Hoss, of the State University, said he believed, with the prince of educators, Horace Mann, that woman is the divinely appointed teacher of the young. The lady who wrote the paper had proved that there is one woman who can tell why woman should have a place in the school, and can sharply define what that place should be.

Hon. B. C. Hobbs said: It is not an accident that woman takes her position in our public schools; it is not because of the preference to have her there. The political economy is, where can we get the best teacher for a given amount of money? She solves the problem of who is the best teacher at \$400 a year, the young man or the young woman? When she is proven to be superior to a young man she takes his place, and there is where she is today. It is because we have given her a chance to be educated. She knows exactly how to take hold of school work, and takes her position because there is some value in her. The reason she holds her position is because she has shown herself superior; and she is filling that position grandly.

MISCELLANEOUS BUSINESS.—Mr. A. C. Goodwin moved that a committee of five be appointed to consider a system of examinations contemplating the granting of life-certificates to such teachers as are deemed worthy, to report to the State Teachers' Association next year. Carried.

The Association was favored by a recitation by Mrs. Hattie A. Prunk, of this city, which was heartily applauded.

After music, conducted by Prof. Loomis, a committee on nomination of officers was appointed, consisting of one from each congressional district.

EVENING SESSION.—For the report of this evening's entertainment the secretary acknowledges indebtedness to the Indianapolis Sentinel and Journal, as well as for much other valuable assistance in making up the minutes.

The evening was almost wholly devoted to a lecture by Prof. William I. Marshall, of Fitchburg, Mass., entitled "An Evening in Wonderland, or the Yellowstone National Park," and which was illustrated by a calcium-light stereopticon.

Mr. Marshall briefly described the location of the National Park as being in the northwest corner of Wyoming Territory, stretching a little over into Montana and Idaho, covering the country about the extreme headwaters of Madison, and Yellowstone, and Gallatin rivers on the east side, and the Falls Fork of the Snake river on the west side of the Rocky Mountains, and comprising a region 65 by 55 miles in extent, and larger than the two States of Delaware and Rhode Island, first visited by Jno. Colter, 70 years ago, and by parties of gold-miners from Montana in the years 1863 to 1869. No account of its wonder was published till the autumn of 1870 in Montana newspapers, and in the spring of 1871 in the Overland and Scribner's Monthly. These accounts induced the United States geological survey, under Prof. Hayden, to explore the region in 1871, and so varied and unique did they find the phenomena of solfatarus, fire holes and mud volcanoes, boiling and pulsating hot springs and spouting geysers, and so remarkable the combination of sublime and picturesque scenery, of rugged mountains, quiet valleys, noble rivers, beautiful lakes, lofty cataracts, charming cascades, curiously ornamented rocks, structures built up by the geysers and hot springs, and great canons stupendous in depth and gorgeous in color, that immediately upon the reception of a report of the season's explorations, Congress, by a unanimous vote of both houses, withdrew the region from sale and set it apart as a national park or perpetual public pleasure ground.

The views were of uncommon clearness and beauty, and many of them gorgeously colored. They comprise cataracts, canons, cascades, fire holes, geysers, mountains, lakes, etc. The entertainment was highly instructive and much appreciated.

THIRD DAY.

WEDNESDAY MORNING SESSION.—President Merrill in the chair. The exercises were opened with prayer by Rev. J. H. Martin, of Franklin. The President then announced the names

of the committee on life-certificates, as follows: E. E. White, A. C. Goodwin, J. C. Macpherson, Mrs. Emma Mont. MacCrae, H. S. Tarbell.

Committee on Consideration of Mutual Benefit Association: S. E. Miller, Thomas Bagot, John E. Matthews, J. H. Madden, R. A. Ogg.

Telegrams were received from other State Associations, and answered.

1. From Wisconsin to Indiana: "From the school masters of Badgerdom to their Hoosier brethren, greeting. *Shake.* By order of the Association.

H. H. BEACH, Pres."

2. Answer: "To Wisconsin. Five hundred Hoosier school masters to their brethren of the Badger State. *Shook.* J. T. MERRILL, Pres.

3. From Colorado to Indiana: "Colorado to Indiana, greeting. Though far away we are with you. J. A. SEWELL, Pres."

4. Answer: "To Colorado. From 500 school masters to their Centennial brethren, greeting. *Shake.* By order of the Association."

5. Indiana to Michigan: "Indiana State Teachers' Association, 25 years old, 500 strong, sends greeting. By order of Association.

J. T. MERRILL, Pres."

6. To Illinois: [Same as to Michigan.]

7. Answer from Illinois: "Four hundred teachers send greeting."

The first paper of the day was read by A. D. Mohler, superintendent of Lagrange schools, on the subject

"DEFECTS IN OUR SCHOOL SYSTEM."

He said: The basis of our system has for its foundation the following provision of our State constitution: "Knowledge and learning generally diffused throughout the community being essential to the preservation of free government, it shall be the duty of the General Assembly to encourage, by all suitable means, mental, moral, intellectual, scientific and agricultural improvement, and to provide by law for a general and uniform system of common schools, wherein tuition shall be without charge, and equally open to all." This provision makes it an imperative duty for the State to provide the most efficient means to attain the ends enumerated, nor can that duty be shunned without serious detriment to the prosperity of the commonwealth. The first of the defects in our system is that we have no school trustees for our township schools. By virtue of their office, township trustees are school trustees. This is a defect, because it unites two offices different in their objects and administration in the person of one officer. Another defect is that the schools are not free in all respects. There is one item of expense which assists very materially in making our schools select. Text-books are quite a cost to parents, especially those who remove from one county to another. This could be avoided by a county

or township purchase of books, and making the purchase in large quantities so as to get reduced rates. The defects in our system are for the most part in its execution. No one who has the welfare of the schools at heart denies that the county superintendency is one of the best features of our system. We lack uniformity. Some of our county schools are graded, while others are not. They are not the same length, as they should be. It is impossible for us to stem the mighty current that has set in for free higher education and for technical and industrial education, and we must meet this demand. The greatest evil in our system is found in the manner of the selection of teachers and the short tenure of their office. This evil is especially detrimental to our county schools. The law that says the trustee shall select the teacher is practically a failure.

It would have been a pleasure to me to have considered the excellence of our State school system. In many respects it is superior to that of other States of the Union. The greater part of the work we need to do is to show the people its good points; they do not fully understand it. It is the growth of a night, as it were, and it is not surprising that some defects are found. It has raised its head suddenly above the waves of ignorance and vice, which threatened to engulf the State, and, like Neptune, it orders the winds of folly and superstition to retire to their dark caves, and brings our ships out on the smooth sea of knowledge and enlightenment. Let us, then, labor to perfect fully the system and bring our schools to the highest state of advancement.

The discussion of this paper was opened by A. C. Goodwin, county superintendent of Clark county. He said:

This system is the crystallized thought of twenty-five years of hard work by the Teachers' Association of Indiana. In pointing out its defects we should be careful. The question is whether it would be wise to have a township trustee and a school trustee. Already we have much complaint of the expense of running our educational interests; if we separate the school officer from the township officer both will have to be paid, which will add to the expense. One great fault of our system is owing to the short time that a trustee can serve. After he has served a second term, he is no longer eligible to office. It takes from one to five terms to learn the duties of the office. I think the weak point in the law is that the trustees are thrown out of office just when they become efficient.

R. I. Hamilton, superintendent of Madison county, said: I endorse most of what has been said with reference to text-books. I endorse the idea presented by the gentleman from Lagrange, in as far as it has for its end the provision of text-books by some power outside of the parent. Another point is with regard to the examination of county superintendents. It is certainly a defect in the true sense of the word, that all the requirement of him is that he shall possess a good moral character. If I am to pass upon the qualifications of 200 teachers, I ought to have a certificate that I am the proper person to do that. I think this examination should be under the control of the State superintendent, and perhaps the State board.

There is a defect which has not been noticed, with reference to the examination of city teachers. The city wishes a primary teacher, and also one for the high school. These two teachers present themselves for examination, not with a view to the positions they are to fill, but that which the country teacher has to fill; both pass precisely the same examination. While the county superintendents have discretion in the matter, it is such as they are loath to use. What we want is to commend our work to the public. Our system is good; let us get the support of the people, and reform will come as a necessary consequence.

L. S. Thompson, of Purdue, spoke of drawing as one of the studies that should be added to our list. By drawing, he did not mean the mere ability to copy a figure, but the cultivation of the power to discover form and proportion by means of the eye, and to represent those proportions by the use of the hand. It should be taught in our schools, for the assistance it gives to other studies.

At the close of the discussion there was a short recess, after which Mrs. M. M. Lindley, of New Albany, read an interesting paper on

ELEMENTS OF SUCCESS IN MENTAL TRAINING.

She said: No system of morals, or philosophy, or religion ever gained a stronghold upon any people, unless at some time it had worked beneficially; it must have once been a power tending either directly or indirectly to some good for the race. It is only when we study the facts of history in the light of science and philosophy, that we can understand why a Nero was possible or tyranny ever successful, or the age as sublime as its barbarism. Thought is the only general that can turn every defeat into a victory. Before our schools can rival those of the old world, we must give up the idea that those who "are fit for nothing else are fit for teachers." A school can not flourish under a poor teacher. Those unacquainted with school work have no conception of the variety of talent, natural or acquired, that is necessary for carrying out even one grade of our work. The teacher must have some definite end in view, and there must be ability on his part to arouse the emotional nature of the pupil. In what estimation, therefore, should the cause of education be held by the American people. Of all people on the face of the earth, we should foster our schools, and should fan the torch of learning into a brilliant blaze. Instead of bowing down at the shrine of wealth, we should worship at this altar. We should kneel and give thanks for the great souls in every age that have stood in the van of progress. How little in the lives of such teachers as Mary Lyon and Mrs. Emma Willard that can ever die! and the work of Chancellor Ferins, in Columbia College, will last through all the ages; and if thought were gold and words were pearls, they could not fitly praise the life of Professor Mills, so lately gone to reward. These were no holiday triflers in the garden of learning, but earnest workers. The teacher's work is second to none. There is none equal to it. Teachers were the first preachers,

and they will be the last. They may not become powerful and wealthy in fact, but they may so live that when they are gone the children of a nation will cry in the street.

Miss N. Cropsey, of Indianapolis, opened the discussion on the topic by an interesting address, which will be published in full in the Indiana School Journal.

Prof. John Coulter, of Wabash College, who was to follow in the discussion, not being present, Dr. Tuttle continued the discussion. He said:

When you put a teacher into the school room be sure you put a man or woman behind the teaching. He complimented the Association by saying that in looking into their faces he felt sure that behind all the speech-making done here, there are actual men and women.

J. R. Weathers, of New Albany, then read a fine poem, written for the occasion, entitled "Let there be Light." It can not be reported, but it is only just to say that the Association was pleased with it.

The President then announced the names of the Committee on List of Books for children's Library, as follows: Jas. H. Smart, Lemuel Moss, John S. Irwin, O. C. McCulloch, W. A. Bell, A. W. Tyler.

AFTERNOON SESSION.—The Association was favored with a reading by Mrs. Hattie Prunk, who gave us "The Miner's Perils," by Whittier.

The following report was submitted by the Committee on Nomination of Officers, and adopted by the Association:

President—John Cooper, Richmond.

Vice-Presidents—D. S. Kelley, Mrs. J. H. Madden, Miss Lillian Moore, J. R. Trisler, Miss Kate Huron, J. P. Mather, E. F. Brown, W. T. Fry, John Stout, W. Irelan, W. Russell, S. D. Crane, Hugh Brown.

Secretary—Annie E. H., Lemon, Spencer.

Executive Committee—L. P. Harlan, chairman; Cyrus Cline, Warren Darst, J. T. Smith, Michael Seiler.

J. B. Roberts, principal of the high school, Indianapolis, then read a paper on "Optional Studies in Public Schools."

[This paper will be published in full in the School Journal.]

W. T. Fry, of Crawfordsville, opened the discussion. He said:

I regard this as one of the important matters connected with school work at the present time. We should inquire, What is intended to be brought about by this system of education or training? The schools, I apprehend, are for the purpose of the intellectual training of the children of this country. It is not to make them specialists in any sense, but to train the mind in order that they may be prepared to engage in any of the pursuits of life. I know of no one thing in which we might desire to make our pupils specialists, or in which the citizens of the country should be specialists, except it might possibly be for them to become Americanized, or English speaking people. If there is one thing above every other, we ought to make the English a special work.

Suppose we grant that it is eminently proper, that a child or parent should elect a course of study, is there any advantage in this? Is it the object to make a one-sided training, and therefore a one-sided citizen?

I know a school in Ohio that adopted a one-sided plan. They would take at one time the study of arithmetic, and after pursuing it alone for some months, would take up something else—as if it would be good to feed a boy a month on potatoes, and next month upon good beefsteak, or something of that kind. We are met with this objection to our system of schools, that they are machines in this sense: put a boy in the harness, and he is required to keep step all the way through. Our worthy President of the State Normal, in a recent paper has expressed my view exactly, in this: that the mental discipline we are expected to give will be best secured by giving the children work that will require an effort. I take it that the course of study should be rigid, and there should be no choice upon the part of the pupil as to what shall be pursued.

This idea to me is an argument in favor of compulsory education. Boys and girls should be taught to plan a work, and to accomplish the work undertaken. In doing that, they acquire a habit of thoroughness, and of being able to do worthy work, which is certainly desirable in character.

Prof. Hoss said: All our professional schools are elected, therefore we admit the doctrine of election. The question is, Where shall the line be drawn? If you use a course of seven or eight years, do you not assume that you have now the best course that can be framed? I belong to a class who do not believe that at the end of 6000 years, we know all the best things.

There are celestial bodies and bodies terrestrial. We differ, and essentially differ. I am not sure that Mr. Edison, had he pursued a prescribed college course, would have been the Edison that he is to-day. He had the fingerprints of the Creator upon him in another direction.

E. E. White thought that the prescribed course may be the best.

Dr. Moss: If possibly there is something better outside of the prescribed course, who is competent to answer the question—the boy or the teacher? If the teachers are not prepared to say which is the best, is the boy prepared to say?

After recess Dr. Moss, of the State University, made an ad-

dress on "Moral Training in School," a full abstract of which will be printed in a future number of the Journal.

The Committee on Resolutions then submitted the following report, which was adopted by the Association :

Resolved, 1. That we tender our thanks to the Hon. Thos. A. Hendricks and Gov. Jas. D. Williams for the encouragement given us in our work by their presence and kind words of encouragement and advice.

2. That we recognize and appreciate the enterprise of the daily papers of Indianapolis in publishing such full and accurate reports of our proceedings.

3. That we appreciate also the courtesy and enterprise of the Grand Hotel, in providing Masonic Hall for our use free of charge, and commend it to the patronage of the teachers of Indiana.

4. That this Association regards with satisfaction the growing disposition of publishers and editors to investigate more carefully than formerly and report more fully the educational work of the country.

5. That we particularly commend those newspaper publishers in various parts of our own State, who have established local educational columns; and those general newspapers in other States that have opened educational departments—making the operations of schools and colleges at home and abroad the subject of continual inquiry and report; and that we recognize in this a means of creating a fuller understanding and a greater sympathy between the people and the profession.

6. That we especially recommend to the teachers of this State to give their first support to the Indiana School Journal, for what it has done and is doing for the educational interests of the State; and also their hearty support to other school periodicals, and to those general newspapers which are devoting means and space to educational interests.

7. That a committee of five be appointed by the Chair, to report at the next meeting, upon the propriety and feasibility of organizing a Mutual Benefit Association, or other means of providing for superannuated teachers, or those otherwise physically disabled after long and faithful labor in the school room.

E. E. SMITH, *Chairman*
J. B. ROBERTS,
W. S. COULTER,
JOHN COOPER,
JOHN T. SMITH.

J. M. Bloss and J. C. Macpherson then offered the following :

Resolved, That this Association return thanks to the chairman of the Executive Committee, H. B. Jacobs, for the faithful and complete manner in which he has executed his work. Adopted.

Pleasant Bond then offered this resolution :

Resolved, That a committee of five be appointed to examine Dr. Richardson's book, entitled "Temperance Lesson Book," and other kindred books with reference to their fitness for introduction in our public schools; and report at the next annual meeting of the Association.

This was also adopted, and the following committee was appointed: Pleasant Bond, G. W. Hoss, W. T. Fry, J. W. Williams, D. E. Hunter.

Dr. Tuttle, of Wabash College, then delivered a memorial address on the late Prof. Caleb Mills. It contained much valuable information in regard to the condition of the schools at an early day, and in regard to early legislation on school matters. A synopsis of the paper will be printed hereafter.

After singing the doxology, the Association adjourned *sine die*.

J. T. MERRILL, *President*.

ANNA E. H. LEMON, *Secretary*.

INDIANA COLLEGE ASSOCIATION.

The second annual meeting of the Indiana College Association was held in Indianapolis, Dec. 26 and 27, 1879, and the programme published in the December Journal was carried out with but slight variation. There was an unusually large attendance, and the interest taken was commendable. The Journal does not give an extended account of the meeting for the reason that the proceedings of the Association, together with all the papers read, will be printed in pamphlet form, and can be had by addressing the secretary of the Association, or the president of any one of the colleges represented in the Association, and paying cost price. By referring to the programme it will be seen that several subjects of interest were discussed.

This organization is not in any way antagonistic to the State Teacher's Association; it was organized to do a work which lies outside the range of work done in the State Association. Many of its members are among the most active in the State Teachers' Association, and both organizations are working for the same general end, but in different fields.

The officers elect are as follows:

- *President*—A. R. Benton, LL. D., of Butler University.
- Vice-President*—W. T. Stott, D. D., of Franklin College.
- Treasurer*—Joseph Moore, President of Earlham College.
- Secretary*—Prof. J. C. Ridpath, of Asbury University.

COMMENTARY ON THE SCHOOL LAW OF INDIANA.

§ . COUNTY SUPERINTENDENTS—CONTINUED.

6. *Moral Character of Candidates for License.*—A superintendent may require evidence of good moral character before the examination commences, and if such evidence is not satisfactory, he may refuse to go on with the examination until such evidence is produced. This is not a wise thing to do, however, for two reasons: first, the applicant might afterwards produce additional evidence which would be satisfactory. If now the superintendent had on record the results of an examination of the applicant in scholarship, he could then issue a license without further trouble; but if he had not examined the applicant in respect to scholarship, he would be obliged to hold an extra examination or the applicant would be obliged to wait a month. This would in many cases work a hardship. The second reason is, that the refusal of a county superintendent to grant a license is subject to appeal to the State superintendent. If the refusal was based on the question of morals, and the decision of the county superintendent should be overruled by the State superintendent, the question of scholarship would still be unsettled, and it would take another examination, and possibly another appeal to settle the case. This delay would be unnecessary and unwarranted. In case the county superintendent examines in relation to scholarship and admits the applicant's qualification, but refuses a license on the ground of immorality, evidence as to the latter qualification only need be sent to the State superintendent.

7. *Licenses for Inexperienced Persons.*—If an applicant shows superior scholarship by answering every question given him by the county superintendent, but can not produce satisfactory evidence of successful experience, the superintendent is not bound to give the applicant a first grade license.

8. *May Refuse License upon Personal Knowledge.*—A county superintendent may refuse a license upon his own knowledge of immorality or incompetency. But this should not be done unless the superintendent has the most positive personal knowledge. When a county superintendent refuses to grant a license upon his own knowledge of immorality or incompetence he should make a careful record of the facts to guard against difficulty in case of an appeal. It must be remembered that the law requires the applicant to give the county superintendent satisfactory evidence of good moral character. The burden of proof is on the applicant. The evidence must be strong enough to remove all reasonable doubt in the mind of the county superintendent.

9. *Old License not Annulled by subsequent Examination.*—If an applicant is licensed at a certain examination, can a superintendent

examine him at a subsequent examination, but before the expiration of the license? This is a doubtful question. Such a procedure is certainly productive of many complications, and possibly of much evil. Although not advising such re-examinations, I argue the various questions that may arise under the procedure. If at the second examination the applicant is entitled to a six months' license only, the transaction will not withdraw or annul the twelve months' license. The fact that the applicant gives up the twelve months' certificate does not alter the case. The *record* of the superintendent tells the story, and it can not be amended by such a process. The certificate is only the *evidence* of a license. It follows that if a teacher loses his certificate of license he remains licensed, and should be so treated, provided he can prove the facts. The superintendent should issue a duplicate in such cases, if application be made to him. It is held that a superintendent has no right to antedate a certificate, and any attempt to legalize the payment of tuition revenue by such a process is unlawful.

10. *Another Phase of same Question.*—If a teacher has received a six months' license and is re-examined within that six months and fails, is his first license void? If it is not void does the failure at the second examination afford sufficient grounds for revoking the first license? I think both these questions should be answered in the negative, for the following reasons:

a. When the applicant appears for examination he must offer proof sufficient to satisfy the superintendent that he is competent to teach. The burden of proof is on him, and he must remove all reasonable doubt. A failure to satisfy the superintendent does not necessarily prove incompetence, and if he subsequently appears and passes a fair examination the superintendent can not cite the previous failure as evidence that he is not competent. The presumption would be, unless considerable time had elapsed between the two examinations, that he had merely failed to do himself justice. Now reverse the case: the applicant satisfies the superintendent of his competence, so far as an examination can do so. He afterwards voluntarily undergoes another examination. Should he succeed, the first examination and license is not in the least affected by it. The possession of two certificates does not make him a doubly licensed teacher. He is for the time being merely a licensed teacher. The length of time may be changed, but the condition of the person is not changed. Suppose now the applicant fails on the second examination. This does not necessarily prove incompetence. It merely proves that he has failed to satisfy the superintendent. The presumption is, as in the former case, that he has failed to do himself justice, which presumption is strong or weak in proportion to the time between the examinations.

b. A stronger point than this can be made. The burden of proof is on the applicant for a license, but in a trial for revocation it is on the county superintendent or on the accuser, and not upon the holder of the license; and in the absence of the presumptions mentioned in the above paragraph, one examination may as evidence, possibly equal the other, and hence there is no preponderance of evidence against the applicant, but in the light of those presumptions the preponderance is in his favor. I therefore conclude that the failure of a person to pass a second examination does not of itself constitute sufficient grounds for the revocation of his license granted at a former examination.

11. *Renewal of a License.*—*a.* A county superintendent has the right to renew a teacher's license if the applicant has previously received two two-years' licenses in the same county.

b. He may also legally refuse to make such a renewal.

c. Any agreement of a superintendent to renew does not create a legal obligation to do so. If he promises to renew a license, this promise not being a matter of legal record, can not be construed as a license. Hence, if he subsequently refuses to make good his promise the teacher can not claim the promise as a justification for commencing school without a license.

d. If a teacher has not previously received two two-years' licenses in a particular county, any attempt on the part of the superintendent of that county to renew a license previously granted, or to extend it in respect to time, would be an attempt to do an illegal thing. Any such action on his part would be void, or, at least, voidable.

e. If a superintendent renews a license for a person entitled to a renewal, such renewal can not be antedated, or, in other words, it is in force from and after its issuance only.

It has been decided by this department that if a teacher holding a valid license, commences teaching school and the license expires within his term of employment, the teacher is bound to procure another license at the next regular examination. This question will be more fully discussed in a subsequent chapter.

12. *If Successful in certain Branches.*—Can a superintendent permit an applicant who fails in one branch but who succeeds in others to appear at a subsequent examination and be examined in those branches only in which he failed, and receive credit on the branches in which he previously succeeded? This is a difficult question to answer. It might be admissible in some cases, but as a general rule I believe it to be unwise. It is a privilege which is certainly liable to great abuse. I do not think that such a process was contemplated by the framers of the law. It should be permitted in special cases only.

Another interesting question arises. If a candidate fails at an examination, can the superintendent refuse to re-examine the applicant at the next examination? I think it would not be safe to establish a rule by which such subsequent examination could be refused. The fact that an applicant failed at one examination is no proof that he will not become qualified to pass a subsequent examination. As a general rule the fact that an applicant failed at one examination should not debar him from a subsequent trial. A peculiar case arose in one of the counties which involved an analogous question. Some fifteen or twenty public school pupils appeared at a county examination for several successive months. They invariably failed. The examination was given them at the expense of the county. Would the county superintendent have been justified in refusing to re-examine them? The purpose of the county examinations is to test the qualifications of those who desire and expect to teach in the public schools. It is not for the purpose of affording young people amusement or discipline for their own personal advantage. Hence if the superintendent was certain that these applicants did not appear in good faith as prospective teachers, he would certainly be justified in refusing to examine them.

13. *The Revocation of a License.*—In the revocation of the license of a teacher, the superintendent may act on his own knowledge of

immorality, incompetence, or neglect of business, or he may proceed upon petition from the patrons of the school. If he proceeds upon his own knowledge he should make out charges and specifications against the teacher, based on this knowledge, make a record of the same, and should furnish the teacher with a copy thereof. He should cite the teacher to appear and answer with such evidence and explanations as he may see fit to give. The evidence thus submitted should be made a matter of record. The superintendent can then make up his decision, record it, and notify the teacher of the result. The reasons for this process are obvious. A license having once been granted the teacher acquires a proprietary interest in it. It is in one sense property. No teacher should be deprived of his interest in the license without an opportunity to answer charges which may be brought against him, whether by a county superintendent or others. Another reason is that in case of an appeal to the State superintendent the record sent up must show charges and specifications, and the evidence against the teacher; and it must also show the defense of the teacher, if he has any to make. In case a petition for the revocation of a teacher's license is received from the patrons of a school, I think the superintendent may dismiss the petition if the complaints are of a frivolous character, and not such as to justify the revocation if they are proved. A mere petition is not enough. The superintendent should require definite charges and specifications to be filed with the petition. When such charges are received the county superintendent should fix an early day for the trial, should notify the teacher of the pendency of the charges, and furnish him a copy thereof, with specifications. He should notify all parties of the time and place at which the trial will be held. The county superintendent should make an accurate record of all the proceedings in the case, and should keep all the papers pertaining to the same on file. The necessity of this will become apparent to the county superintendent if the case should be appealed to the State superintendent. Whenever the license of a teacher has been revoked, the county superintendent should make a record of the fact and immediately notify all the trustees of his county.

14. *Can a Superintendent Subpoena Witnesses?*—The question whether a county superintendent can compel by subpoena or otherwise, the attendance of witnesses at the trial of a teacher for the revocation of his license, is often asked. I do not think he can issue a subpoena. A subpoena is an instrument requiring the attendance of a witness, under penalty for refusing to respond. The county superintendent has no bailiff to obey his orders in arresting and compelling the attendance of witnesses; nor can he fine for contempt of court. It is no doubt the duty of every citizen to respond to the summons of the county superintendent, but the superintendent has no power to compel the performance of that duty. I am also of the opinion that a county superintendent has no power to execute his own decrees; nor to compel obedience on the part of any who may be affected by any judgment he may render.

15. *Superintendents to Secure Accurate Reports.*—County superintendents may, by exercise of the authority conferred by law, materially assist trustees in keeping correct accounts, and thus secure accuracy in those statistics which are the most important, and which are peculiarly subject to errors. County superintendents are, there-

fore, advised to exercise such supervision of trustees' accounts, as they may find necessary to secure perfect accuracy.

The power of the county superintendent seems designed to prevent and to correct errors in reports not already accepted, and not to correct errors in the reports of trustees that have already been rendered to county commissioners. This latter authority is vested by section 143 in the board of county commissioners.

It will seldom be necessary for the county superintendent to summon a trustee to bring his books before him. The necessary inspection can usually be made during the county superintendent's official visits, or at other convenient times, when the trustee will not be needlessly annoyed by it.

The reports of trustees must be full and correct, otherwise the trustee is liable to a penalty of \$25. See Sec. 22. Trustees should be fully advised as to their liabilities in this respect, and county superintendents should require them, under the prescribed penalty, to present correct reports as provided by law.

County superintendents, in receiving reports from trustees, should see that such reports are consistent, and, as far as possible, accurate. No report should be received known to be faulty in either of these points. To require correct reports is not only the right, but the duty of county superintendents.

16. *The Report of Enumeration.*—It is a neglect to *file* the report of enumeration, and not a neglect to *take* the enumeration, that authorizes the county superintendent to proceed to take an enumeration. If a trustee takes an enumeration, but fails to make his report to the superintendent as required by law, the superintendent may undoubtedly commence the work of taking the enumeration at once; but in some cases it will not be well to do so. If the trustee fails to make the report by reason of sickness or accident, I think the county superintendent may lawfully receive the report on a day subsequent to the first day of May. When any superintendent has taken an enumeration as required by section 40, the question by what process can he obtain the money to meet the expense therefor arises. The trustee should pay it out of the special school revenue in his hands, but if he will not do this, I think he should be compelled to do so by suit against him in his capacity as trustee. When such expense has been collected from the school treasury, the superintendent is required to commence suit against the delinquent trustee in his individual capacity for the amount thus taken from the school revenue. When recovery is had the superintendent should thereafter carefully inspect the accounts and report of said trustee to see that the proper entries and credits have been made.

17. *Report of Transfer.*—County superintendents in making the statement of transfers required by law, should state distinctly the names of the parties transferred, the township in which each resides, and the township to which the transfer is made. Nothing short of this will enable the auditor properly to assess the special school tax required.

18. *Report of Enumeration of Congressional Townships, divided by County Lines.*—Each superintendent should carefully inform himself as to whether the fund of any congressional township divided by a county line is managed in his county or not. If such a fund be managed in his county, he should secure from all the trustees, hav-

ing jurisdiction over any part of said congressional township, whether living in his county or an adjoining county, a separate report of the enumeration of children in each part of such congressional township so divided by a county line, and make a separate report of the same to the auditor of the county in which the fund is managed. See sections 19 and 42 of the School Law.

19. *Inspection of Records and Dockets.*—In reference to the power of the county superintendent to inspect the records and dockets, etc., of justices of the peace, etc., and to institute suit for the recovery of unpaid fines and forfeitures, licenses, interests, etc., due the school fund and revenues of the State, the Attorney General has given an opinion, which is here quoted. He declares that sections 6 and 7 of the Act of March 8, 1873, or which authorize the superintendent to inspect records, dockets, etc., now marked in the school law as supplemental sections *c* and *d*, were partially repealed by the act known as the Attorney General's Act, approved March 10, 1873, in the following language:

"Sections 6 and 7 of the act of March 8; and sections 2 and 9 of the act of March 10, do conflict; and in so far as they do conflict, the latter act is in force, and the former sections are repealed as to all that in which they do conflict. There are, however, portions of said sections 2 and 9 that do not conflict with sections 6 and 7 of the act of March 8. The second section of the act of March 10, provides 'that in all cases where the prosecuting attorneys have failed for one year after the assessment of any fine or the forfeiture of any recognizance, or may hereafter for one year after the assessment of any fine or forfeiture of any recognizance, fail to institute proceedings to collect and pay into the proper treasury any fine or forfeiture, it shall be the duty of the Attorney General to institute proceedings and collect and have paid into the treasury all fines and forfeitures.'

Therefore, when fines assessed have remained uncollected for a less time than one year after judgment, and forfeitures have remained without suit for a less time than one year after having been taken, the superintendent may have proper proceedings instituted to secure their collection; but in cases where the time above stated has elapsed, then the matter is beyond the control of the county superintendent, and the act of March 10, above referred to, makes it the duty of the Attorney General to make the collection. * * *

The two acts do not conflict in this further particular, viz.: By the act of March 8, it is made the duty of the county superintendents to see that the full amount of interest on school funds is paid and apportioned, and when there is a deficit of interest on any school fund or a loss of any school fund or revenue by the county, that proper warrants are issued for the reimbursement of the same.' They should also look after and see to the prompt enforcement of fines assessed where executions are in the hands of sheriffs, constables, and marshals; see that executions are promptly issued, and see that no unnecessary delay is allowed in such collections; and to see that suits are promptly instituted on forfeitures, in all cases where such judgment has not been entered, or forfeitures taken more than one year before making the investigation. Where judgments have been taken or forfeitures have been entered more than one year, the act of March 10 makes it the duty of the Attorney General to make the examination and collection. The act of March 8 does not authorize county superintendents to make any collections. It only authorizes them to make examinations and reports, and to cause suits to be instituted by the proper law officer of the State, the Prosecuting Attorney, or Attorney General, in certain cases mentioned in the act of March 10."

20. *County Institutes.*—One of the most important duties of the county superintendent is to hold a County Institute. Such an insti-

tute as is contemplated by the law is not a voluntary association, which may appoint its own officers and arrange its own programme of work. It is a Teachers' Meeting, at the head of which and the conductor of which is the county superintendent. The county superintendent therefore has no right to surrender the institute into the hands of an incompetent director. He has no right to permit a course of procedure by any one, or by the institute itself, by which time shall be wasted or unsatisfactory work shall be done. The teachers are there to be instructed, and the superintendent must necessarily take the responsibility of the institute upon himself. While he may seek advice and assistance, he is at all times responsible for the success of the meeting. He should therefore make out the programme, and should insist upon good work on the part of both instructors and members.

21. *Expense of Conducting Institute.*—It is held also that the 35 or 50 dollars which the auditor is authorized to pay on account of an institute should be used to defray the expenses of the institute exclusive of the per diem of the superintendent, and that the compensation of the superintendent must be obtained from the county treasury on allowance by the county commissioners, at the rate of \$4 per day, as for other services rendered by the county superintendent.

It is held, also, that a superintendent may charge \$4 per day for reasonable services in making preparations for the county institute.

22. *Superintendent's Office and Expenses of the same.*—The following question has been often submitted to this department. It is one of great importance, and I therefore answer it here at considerable length:

Question—Should a county superintendent be furnished with an office at the expense of the county?

Answer—*a.* A county superintendent is a county officer in the same sense that a county auditor is a county officer. It is true that the office of county auditor is mentioned in the State constitution and that of county superintendent is not, but the county superintendent is nevertheless a constitutional county officer. Section 2, Article VI of the constitution provides for the election of certain county officers, and section 3 provides that "such *other* county and township officers as may be necessary shall be elected or appointed in such manner as may be prescribed by law." Now, the office of county superintendent having been created under this provision of the constitution, the incumbent becomes thereby a constitutional officer, and is entitled to consideration as such.

b. That a county superintendent must have an office is very evident. The duties of the office are such that they can not be properly performed without it. No private room of the superintendent which may or may not be accessible to the public at the pleasure of the superintendent will answer. The office must be one in which the public have some *rights* as well as some interest. The office must therefore be a *public* office. The business of the county superintendent demands this, the law requires this, and the best interests of the county can not be secured without it. That the law requires that the superintendent should have a *public* office is abundantly shown by one of the provisions of supplemental section *e*, as follows, viz.: "The county board of education shall meet semi-annually, *at the office of the county superintendent.*" I do not see how the conclusion can be

escaped that the office of the county superintendent is one in which the county must of necessity have a proprietary or a renter's right. This office need not necessarily be in the court house, nor indeed at the county seat, but it must be a public office.

c. The law nowhere empowers the superintendent to furnish an office for himself. No means are furnished him for such a purpose. His *per diem* of \$4 allowed by the law is for *services* and not for office or office expenses. The law makers never contemplated that it should be used for such a purpose. The \$4 *per diem* becomes the superintendent's private means, and I have nowhere found a statute authorizing a county to receive donations from the county superintendent. The county superintendent, as before shown, is a county officer, and the county commissioners, who provide the other county officers with offices, should also provide the county superintendent with an office.

d. It may be said that the law by statute requires the county commissioners to furnish "safe and suitable" offices for the auditor, treasurer, recorder and clerk, and that the statute does not mention the county superintendent. The answer to this is, that the office of county superintendent was not created when the act referred to was passed, and that the legislature has since inferentially but no less distinctly declared that the county superintendent shall have an office. The county commissioners have *quasi* legislative and judicial functions. They may thus perform many acts not specifically enjoined by express statute. An office for the county superintendent being a public necessity, there being no other authority to provide it, and the commissioners having the discretionary power, it becomes just as high a duty for them to provide the county superintendent with an office, and to light and heat and furnish the same, as if they were distinctly enjoined to do so by express statute. The fact that the commissioners have discretionary power in the matter, makes it, under the circumstances, no less their duty than it would be if they could be compelled to furnish it by mandate.

e. Should a county superintendent be supplied with necessary printing, stationery and postage at the expense of the county?

Answer—The county superintendent is required by law to perform certain acts for the benefit of the county. These acts require the use of a certain amount of stationery, printing and postage. The law places no money in the hands of the superintendent to meet this expense. It is absurd to claim that the expense should be paid out of the *per diem* of the superintendent. The arguments used in the previous question are applicable here. There can be no doubt that the commissioners have the power to furnish such necessary appliances for the county superintendent as are required to carry on the office which he holds.

f. It has been claimed by some that the provision of the law prohibiting the county superintendent from receiving any "perquisites whatever," prohibits county commissioners from supplying him with necessary stationery, printing, etc. This is not so. A perquisite, as mentioned in the law, is an allowance of money or something of value for the personal use or benefit of a person, in addition to the regular allowance made by law. It was intended by the prohibition to prevent the county superintendent from receiving extra compensation from the commissioners in addition to the *per diem* allowed by statute.

Stationery, printing and postage, necessary to the proper performance of the duties of his office by a county superintendent, are not furnished for the personal benefit of the superintendent, but are furnished for the benefit of the county, and hence are not perquisites. They should therefore be furnished by the county commissioners.

23. *What Constitutes a Day's Work?*—The question "What constitutes a day's work?" is one which is often asked, but which can not be very definitely answered. If a superintendent meets a trustee on the street and answers a question concerning school matters, I think it would not be just to charge \$4 for the work. Custom has fixed six hours as the length of a school day, but this does not make it lawful for a superintendent to work twelve hours in a day and charge \$8 for it. The matter must be left to the good sense of the superintendent, and the just judgment of the commissioners.

OFFICIAL DEPARTMENT.

CAN A TEACHER CONTINUE HIS SCHOOL AFTER THE EXPIRATION OF HIS LICENSE?

QUESTION—If a teacher's license expire after the commencement of his school, within the term for which he was employed, how long can he teach without procuring another license?

ANSWER—1. Section 34 of the school law reads in part as follows: "Said superintendent shall license said applicant for the term of six, twelve, eighteen or twenty-four months, according to the ratio of correctness and other evidences of qualification given upon said examination." The law thus places a limit upon the time for which a person may be licensed. The reasons for this limitation are very obvious. The law makers saw that the standard of excellence required of teachers ought to be and naturally would be continually raised, and hence that a teacher well qualified at one period of the development of the schools might not be so at a subsequent period. They saw, also, that teachers, especially those able to obtain the lower grades of license only, needed the stimulus of a re-examination to induce them to take steps for their self-improvement. Thus the law of re-examination is fully established, and for a very wise purpose. To permit young and comparatively inexperienced persons to teach in the public schools under a perpetual license would be fatal to the interests of education.

2 Sec. 28 of the school law reads in part as follows: "Trustees shall employ no person to teach in any of the common schools of the State, unless such person shall have a license to teach, issued from the proper State or county authority, and in full force at the date of the employment; and any teacher who shall commence teaching any such school without a license, shall forfeit all claim to compensation out of the school revenue for tuition, for the time he

or she teaches without such license." So strictly is the law of re examination to be regarded, that trustees are by these provisions prohibited from employing a teacher who does not hold at date of employment an unexpired license. The applicant may have received a half dozen licenses, each for two years, but if the one last granted, expires but one day even before that on which the trustee wishes to make the contract, the contract can not be legally made. The trustee may have employed the applicant to teach during a former term the particular school for which the contract is about to be made, and may know the applicant to be well qualified, yet he can not make a legal contract until a new license is obtained. The trustee can not make a contract upon condition that the applicant will obtain a license before commencing the school. The teacher is bound by provisions no less stringent. He forfeits all right to compensation if he begins to teach without possessing a valid license. The purpose of these stringent provisions is very obvious. It is to keep unlicensed, and hence, in a legal sense, unqualified persons from teaching in the schools of the State. The fact that persons have at one period been qualified is no evidence whatever, in the eyes of the law, that they are qualified at a subsequent period, and no trustee and no teacher has a right to act upon any such presumption. The law does not permit a county superintendent who has licensed a person twelve times for twelve successive years to act upon such a presumption and grant a thirteenth license without a thorough examination.

3. Sec. 28 further says: "And if a teacher's license shall expire by its own limitation within a term of employment, such expiration shall not have the effect to stop the school, or stop the teacher's pay." This provision should certainly be construed so as to make it, as far as possible, harmonize with the spirit of the law as laid down in ¶ 1 & 2 of this answer. The purpose of it is not to afford the teacher any exemption from the operation of these general principles. There is no good reason why such an exemption should be made. The purpose of it is to provide a means whereby the school children may be protected from unnecessary interruption in their school work. It was the evident intention of the framers of this provision of the law, that when a teacher's license expired within a term of service, the school should not, by such expiration, be interrupted, but that a reasonable time should be allowed to the teacher to obtain a new license, or to the trustee to obtain another teacher properly licensed. A strict examination of the language of the law quoted in this paragraph shows that it gives the teacher no authority to teach until the end of the term for which he was employed.

4. If it were held that a teacher holding a six months' license which expired the day after the commencement of the term of service for which he was employed could, without obtaining another license, teach during the entire term of such employment, the general principles of the law of frequent examinations might easily be violated. For example, the term of service is chiefly within the discretion of the trustee. It may be for an entire year, possibly longer, and thus by a convenient selection of the time of procuring license and of making a contract, a person might be able to teach nearly eighteen months

on a six months' license. Thus the purpose of the law in placing a limit on the time for which teachers may be licensed would be defeated.

5. In view of the foregoing propositions, it is held that it is the duty of a teacher whose license expires during his term of service, to obtain a new one as soon as possible. If the examinations are held regularly each month, the period of exemption need not last longer than one month. It is also held that on failure of such teacher to obtain a license, after a reasonable time, it is the duty of the trustee to secure the services of another teacher, and one who is qualified by the possession of a suitable license, as soon as practicable.

J. H. SMART, *Supt. Pub. Inst.*

P. S.—Inasmuch as this opinion differs somewhat from a former ruling of this Department on the same subject, it is recommended that all teachers now in service who are affected by it, be given a reasonable time in which to make preparations for the examination.

J. H. S.

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR DECEMBER, 1879.

WRITING—I. What should be the position of the third and fourth fingers while writing? 10.

2. What do you consider the most important characteristic of good writing? 10.

3. Write all the small letters which are more than one space in height. 10.

4. Write ten short words, beginning each with a different capital letter. 10.

5. Draw a ruled diagram, showing all the spaces needed by any small letter. 10.

Let the penmanship of the candidate as shown in the answers to the above questions be marked from 1 to 50 according to the judgment of the Superintendent.

ORTHOGRAPHY.—I. In what do accent and emphasis differ? In what are they alike? 2 pts., 5 each.

2. (a) How many sounds may *v* be used to represent? (b) Write a word to illustrate each. 2 pts., 5 each.

3. (a) Write the plural form of each of the following words. (b) Give the rule for spelling in each case: *Mercy*; *colloquy*; *attorney*; *key*; *fly*. 5 pts., 2 each.

4. What is the meaning of the following abbreviations? *Messrs.*; *pp.*; *Ps.*; *Pxt.*; *obt.* 5 pts., 2 each.

5. (a) Into what classes may consonants be divided? (b) What is the basis of your classification? 2 pts., 5 each.

6. Spell correctly the following words: *Fossil*; *gammut*; *vickar*; *terrace*; *syphon*; *alien*; *ponyard*; *genuine*; *pavillion*; *stricknine*. 10 pts., 5 each.

READING.

"Not far advanced was morning day,
 When Marmion did his troops array
 To Surrey's camp to ride;
 He had safe conduct for his band,
 Beneath the royal seal and hand,
 And Douglas gave a guide."

From "Marmion."

1. (a) Who was the author of the poem from which the above quotation was made? (b) When did he live? (c) What else did he write?

a=4; b=3; c=3.

2. Express the thoughts of this quotation in your own language. 10.

3. Define *array*, *safe conduct*, *seal*, *hand*, *gave a guide*, as used in this quotation. 5 pts., 2 each.

4. Indicate the elementary sounds in the following words, using such diacritical marks as are necessary: *Beneath*; *adieu*; *sovereign's*; *grasp*; *castle*.

5 pts., 2 each.

5. Give two reasons for calling this quotation poetry rather than prose.

2 pts., 5 each.

Let the candidate read a selection at sight, upon which he shall be marked according to the judgment of the Superintendent, from 1 to 50.

ARITHMETIC.—1. (a) Should the number 84,641,201, be read "Eighty four million, six hundred forty one thousand, two hundred one," or eighty four millions, six hundred forty one thousands, two hundred one? (b) Define the L. C. M. of two or more numbers. (c) The G. C. D. of two or more numbers.

a=4; b=3 c=3.

2. If $\frac{3}{4}$ of $\frac{1}{2}$ of the distance to a certain place is 84 miles, what is the whole distance? Proc. 5, ans. 5.

3. If four men can build 80 rods of fence in 6 days, how many rods can 10 men build in 5 days? By analysis. Anal. 5; ans. 5.

4. Make a diagram of a section of land, illustrating the following things and indicating the number of acres in each part. (a) The north half of section 1. (b) The S. E. $\frac{1}{4}$ of section 1. (c) The N. W. $\frac{1}{4}$ of the S. W. $\frac{1}{4}$ of section 1.

3 pt., 4 off for each omitted.

5. If by selling land at \$150 an acre I lose 25 per cent., for how much must I sell it to gain 40 per cent.? Proc. 5; ans. 5.

6. What is the bank discount on a note of \$675 for 90 days at 8 per cent. per annum? What are the proceeds? Proc. 4; discount, 3; proceeds, 3.

7. At 6 per cent. per annum, in what time will the interest on \$2400 equal \$6? Proc. 5; ans. 5.

8. Reduce 4 quintals to grams.

Proc. 5; ans. 5.

9. A river, 80 yards wide, passes by a fort, the walls of which are 60 yd. high; what is the distance from the top of the wall to the opposite bank of the river?

Proc. 5; ans. 5.

10. What will it cost to plaster the walls and ceiling of a room 40 ft. long, 25 ft. wide, and 12 ft. high, at 15 cts. per square yard? Proc. 5; ans. 5.

GRAMMAR.

- (1) God bless the man who first invented sleep,
- (2) So Sancho Panza said and so say I:
- (3) And bless him, also, that he didn't keep
- (4) His great discovery to himself, nor try
- (5) To make it—as the lucky fellow might—
- (6) A close monopoly by patent right.

1. Over each word in the first line write the part of speech to which it belongs. 10.
2. Analyze the first line. 10.
3. Parse *who* in the first line. 10.
4. Write the simple verbs of the above in one column and the compound in another. 10.
5. The wall is four foot high; I measured it with a two foot rule.—Correct. 10.
6. What is a participle? Why so called? 2 pts., 5 each.
7. Mary, tell John to bring me his book. Parse the two objects of *tell*. 2 pts., 5 each.
8. Correct! *At the North and South poles the latitude is 90°.* 10.
9. Parse 90°. 10.
10. Name a masculine noun and its corresponding feminine; a masculine noun which has no corresponding feminine, and a feminine noun which has no corresponding masculine. 3 off for each error.

GEOGRAPHY.—1. Which is the longer, the equatorial diameter of the earth, or the polar? Why? 2 pts., 5 each.

2. How many constant motions of the earth are there? Name them. What effect on the shape of the earth has one of these motions? 3 pts., 3, 3, 4.

3. What is the difference between a continent and an island? Name the different forms which the coast line of a continent assumes. 2 pts., 5 each.

4. Into what five classes, as regards civilization, may mankind be divided? 5 pts., 2 each.

5. What is the difference, as regards their lakes, between the the great plains of Asia, and those of N. America and Africa? Why? 2 pts., 5 each.

6. Which of the United States are most largely engaged in fisheries? Why? 2 pts., 5 each.

7. What three lakes form Michigan into two peninsulas? 3 pts., 4 off for each omission

8. What isthmus joins Africa to the northern part of the hemisphere? What narrow strait separates it from the same? 2 pts., 5 each

9. Why are there no important rivers on the west coast of South America? What three great river systems drain the eastern side of Africa? 4 pts., 3 off for each omission.

10. Fill the following blanks :

10 pts., 1 each.

Country.	Capital.	Metropolis.	Mountains.	Lake.	River.
Switzerland.					
Brazil.					

HISTORY.—1. Give a brief sketch of the early mound-builders. 10.

2. What portion of the N. A. Continent was first discovered by Europeans? 10.

3. (a) Who first discovered the Mississippi river? (b) Where was the discoverer buried? a=4; b=6.

4. (a) Who was Champlain? and (b) What portions of the U. S. did he explore? a=5; b=5.

5. Give a sketch of John Eliot. 10.

6. What was the Salem Witchcraft? 10.

7. What was the Boston Massacre, 1770? 10.

8. (a) By whom was the first motion made in Congress for a Declaration of Independence? (b) By whom was the Declaration written? a=7; b=3.

9. (a) When was the seat of government removed to Washington? (b) Who was then President? a=4; b=6.

10. How many States in the Union when Indiana was admitted? 10.

PHYSIOLOGY.—1. Why are the bones of adults more easily broken than those of children? What are the advantages of the ends of the long bones being spongy? 2 pts., 5 each.

2. What is the use of ligaments? 10.

3. How many orifices has the stomach? Name them. What is the peculiarity of the lower orifice? 3 pts., 3, 3, 4.

4. What organ secretes the gastric juice? What rule should be observed at meals as to the use of drinks? Why? 3 pts., 3, 3, 4.

5. Give two reasons why food should be thoroughly masticated. 2 pts., 5 each.

6. What is the function of the lacteals? 10.

7. What is the difference between the blood carried by the Aorta and that carried by the Pulmonary Artery? 10.

8. Give two offices of respiration. How does breathing in an impure air affect these functions? 3 pts., 3, 3, 4.

9. Name the layers of the skin, and give the function of each layer. 4 pts., 2, 2, 3, 3.

10. How is proper breathing conducive to health? 10.

THEORY AND PRACTICE.—1. Why should the teacher have well matured plans before opening the school? 20.

2. What are the advantages of written examinations? 20.

3. Why should primary instruction be more largely oral than higher instruction? 20.

4. Why should a teacher never apply degrading epithets to a pupil? 20.

5. Describe your method of giving a lesson in reading to a class using a second reader? 20.

ANSWERS TO STATE BOARD QUESTIONS PUBLISHED JANUARY.

ORTHOGRAPHY.—1. (a) A mute is an element of speech which is formed by a close contact of the organs employed; so close as to prevent any passage of the breath while these organs are in contact. A liquid is an element which has a smooth, flowing sound, the contact of the organs being so open as to permit a comparatively free passage of the breath, but not so free as in the case of vowels. (b) *T* is a mute; *l* is a liquid.

2. Accent is a stress of voice laid upon a syllable of a word, sufficient to distinguish it from other syllables in the same word.

3. (a) *G* has two sounds, viz., a *hard* and a *soft* sound. (b) It has the hard sound in *go* and *ghost*; it has the soft sound in *gem* and *rage*.

4. The sounds in 'Fayette' are the sounds of *f*, of long *a*, of short *e*, and of *t*. In *liege* they are *l*, long *e*, and *g* soft. In *neighbor* they are *n*, long *a*, *b*, broad *a*, and *r*. In *leisure* they are *l*, long *e*, *zh*, short *oo*, and *r*. In *heifer*, they are *h*, short *e*, *f*, short *u*, and *r*.

5. F-a-e-t, l-e-g, n-a-b-a-r, l-e-zh-oo-r, h-e-f-u-r.

READING.

" But the sound of the church-going bell
Those valleys and rocks never heard,
Never sighed at the sound of a knell,
Nor smiled when a Sabbath appeared."

1. (a) "Those valleys and rocks" is the subject. (b) By making (1) a slight pause after "bell;" (2) a slight change in the pitch, reading the subject on a little lower key than the first time; (3) by giving a suspension of the voice in "bell," and the falling inflection on "heard."

2. The recurrence of the sound of *s*. The name of the figure is Alliteration.

3. "Church-going bell," "never heard," "sighed," "knell," "smiled," and "Sabbath."

4. (a) I can not see that any distinctive "moral feeling" is expressed in these lines. The poet is describing some wild place, and makes his picture more vivid by suggesting in the absence of the sound of the church-going bell, the absence of all civilization. (b) The prevailing tone of voice should be the pure tone.

5. (1) A good reader will have a clear conception of the meaning of the author, and will express this clearly; (2) his articulation will be distinct and natural; (3) there will be a proper correspondence between the thought and sentiment, and the tone of voice in which they are uttered.

ARITHMETIC.—1. (a) Write the subtrahend so as to place the figures representing the corresponding kind and order of units directly under the same kind and order in the minuend. (b) Begin at the kind or order on the right hand. If the number in any kind or order of the subtrahend is less than the number in the corresponding kind or order of the minuend, place their differ-

ence in the answer under its kind and order. (c) If the number in any kind or order of the subtrahend is greater than the number in the corresponding kind or order of the minuend, then add to the number in the minuend the number of units necessary to make one unit of the next higher kind or order; find the difference between this sum and the number of the same kind or order in the minuend, and place this difference in the answer; having done which, add one to the next higher order in the subtrahend and proceed as before with all the kinds or orders. The result obtained will be the difference between the numbers.

2. $24 \times 18 \times 8 = \text{No. cu. ft. in the cellar.}$

$$\underline{24 \times 18 \times 8}$$

$$= \text{No. cu. yd. in the cellar.}$$

$$\begin{array}{r} 9 \\ \$2 \times 24 \times 18 \times 8 \end{array}$$

$$= \$256, \text{ the cost of digging the cellar.}$$

$$3 \times 9$$

3. A decimal fraction is a fraction whose denominator, understood, is some power of ten.

$$1 + \frac{1}{2} \text{ of the number} = 40.$$

$$\frac{1}{2} \text{ of the number} = 40.$$

$$\frac{1}{2} \text{ of the number} = \frac{1}{2} \text{ of } 40 = 20.$$

$$1 \text{ or the number} = 4 \times 7 = 28.$$

$$\therefore \text{ the number} = 28.$$

4. 8 mi.: 60 mi. :: 3 hr.: (?)

$$3 \text{ hr.} \times 60 \text{ m.}$$

$$= 22 \frac{1}{2} \text{ hr.}$$

$$8$$

5. A \$100 bond at $4 \frac{1}{2}$ per cent., will yield \$4.50 interest in gold. When gold is 105, \$4.50 in gold equal $\$4.50 \times 1.05 = \4.725 in currency.

$$\text{B. } \$108 \text{ in currency} = \text{B. } 100 \text{ per cent.}$$

$$\text{A.} \qquad \qquad \qquad \text{A.}$$

$$\text{D.} \qquad \qquad \qquad \text{D.}$$

$$\text{P. } \$4.725 \text{ in currency} = \text{R.} \text{———?}$$

$$\text{R.} = 100 \text{ per cent.} \times 4.725$$

$$= 4 \frac{1}{2} \text{ per cent. Ans.}$$

$$108$$

6. $P \times R \times T = \text{Int.}$

$$\text{Int.}$$

$$\therefore R = \frac{\text{Int.}}{P \times T}$$

$$P \times T$$

$$48$$

$$4$$

$$R = \frac{48}{600 \times 2} = 4 \text{ per cent.}$$

$$600 \times 2 \quad 100$$

The amount is the sum of the base and per centage.

7. From Apr. 20, 1870, to Aug. 25, 1870, is 4 mo. 5 da.

$$4 \text{ mo. } 5 \text{ da. taken from } 6 \text{ mo. leaves } 1 \text{ mo. } 25 \text{ da.}$$

$$1 \text{ mo. } 25 \text{ da.} = 55 \text{ da. } 55 \text{ da.} + 3 \text{ da. of grace} = 58 \text{ da.}$$

$$\$10 \times 58 \times 240$$

$$= \$3.87, \text{ discount. } \$240 - \$3.87 = \$236.13 \text{ proceeds.}$$

$$100 \times 360$$

8. Since $\frac{3}{4}$ of time past noon = $\frac{3}{4}$ of time to midnight.

$$: \frac{3}{4} \text{ of time past noon} = \frac{3}{4} \text{ of time to midnight.}$$

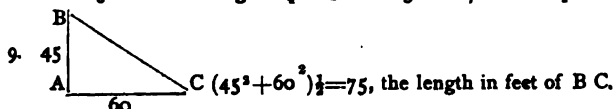
$$: 1 \text{ or time past noon} = \frac{4}{3} \text{ of time to midnight.}$$

Once the time to midnight + $\frac{1}{3}$ the time to midnight = 12 hours.

$\therefore \frac{4}{3}$ the time to midnight = 12 hr., time from noon to midnight.

Since $\frac{4}{3}$ time to midnight = 12 hours,

$$: \frac{3}{4} \text{ time to midnight} = \frac{1}{4} \text{ of } 12 \text{ hr.} = 3 \text{ hours, the time past noon.}$$



$45 + 60 + 75 = 180$ ft. the perimeter of triangle.

$180 \div 3 = 60$ = No. yd. in perimeter of triangle.

$40 \text{ cts.} \times 60 = \24 , cost of the fence.

10. $25 \text{ ft.} \times 4 = 100$ ft., the perimeter of base.

$100 \times \frac{3}{4} = 1000$, No. sq. ft. in sides of the pyramid.

$25^2 = 625$, No. sq. ft. in base of the pyramid.

$1000 \text{ sq. ft.} + 625 \text{ sq. ft.} = 1625 \text{ sq. ft.}$, entire surface.

$$\left\{ (20)^2 - \left(\frac{3}{4}\right)^2 \right\}^{\frac{1}{2}} = 15.6 +,$$

\therefore The perpendicular height is $15.6 + \text{ft.}$

GEOGRAPHY.—1. Geography is a description of the surface of the earth and its productions, and of its countries and their inhabitants. The word is derived from two Greek words, *ge*, the earth, and *grapho*, I write; and means a writing about the earth.

2. The North Sea and the Baltic Sea.

3. To the Caucasian branch of the Aryan race.

4. First, by the Missouri and Mississippi rivers and the Gulf of Mexico; second, by the great lakes, Welland canal, and St. Lawrence river; third, by the great lakes, Erie canal from Buffalo, and the Hudson river.

5. Columbus, Ohio; Indianapolis, Indiana; Springfield, Illinois; Lansing, Michigan, and Madison, Wisconsin.

6. In the Pacific. In the Pacific.

7. Breadstuffs, provisions, cotton, petroleum, tobacco.

8. London as noted is being the most populous and wealthy city, the great commercial centre and clearance house of the world. Paris is the largest city on the European continent; possesses many magnificent public buildings, institutions of learning, and collections of paintings and sculpture; and is the great centre of fashion. Belfast is the commercial metropolis of Ireland, and is especially noted for its linen manufactures and beautiful suburbs. Venice derives its great interest from its former maritime importance, and its being built upon numerous islands, canals and inlets of the sea constituting a majority of its highways. Rome was the mistress of the world, the great city of history; it is, as the residence of the Pope, and the capital of consolidated Italy, the site of St. Peter's and the Vatican, with its magnificent views, paintings, sculptures, and public buildings, to-day the most interesting city of the world.

9. Patagonia. Rhode Island.

10. On account of its brilliantly green grass and vegetation. The island is constantly surrounded with the warm waters carried by the Gulf Stream, and as constantly moistened by the warm rains that fall on it.

THEORY AND PRACTICE.—1. A recitation should test the pupil's understanding more than his memory: (a) to secure proper study—the comprehension of knowledge before memorizing its verbal expression; and (b) to train the understanding and reasoning powers, which is more important than the cultivation of the memory. The character of the recitation largely determines the character of the pupil's study. If the recitation demands the repetition of words, the pupil will memorize; if it tests the understanding, the pupil will try to comprehend—will think. The proper cultivation of the memory should, however, receive due attention.

2. A teacher may use a text-book in conducting a recitation, which is based on the text to such an extent as to make a reference to it necessary. This is often true in teaching language, including reading, translation, and parsing and analysis; also in assigning problems in arithmetic, algebra, etc. In conducting such recitations, the text must often be before the eye, or be committed to memory. A text-book should not be used where a thorough understanding and a preparation of the lesson make such use unnecessary. The use of the book in conducting recitations in physiology, history and geography, is evidence of a bad habit or inadequate preparation. Other things being equal, the less the text-book is used before the class, the higher will be the teacher's success.

3. Practical composition should be taught before technical grammar; (a) because the ability to use language correctly is of more practical importance than a theoretical knowledge of its principles; and (b) because this ability can best be acquired by training and practice in the use of language. The art of language is not acquired through the science, but the science is easily acquired when the art is mastered. Composition is the natural road to technical grammar.

4. Ridicule is a dangerous corrective, and the teacher who resorts to it will, in almost every instance, do harm. It is almost sure to wound the pupil's feelings and alienate him. A blow is not as likely to make an enemy as a cutting ridicule. It may be used effectively to silence an opinionated, ill-mannered pupil, whose noisy conceit will yield to no other treatment. Even under such circumstances, it should be as free as possible from bitterness. Teachers who resort to ridicule, generally ought to take their own medicine.

5. The teacher should strive to cultivate in his pupils charity, integrity, honesty, purity, temperance, self-respect, manliness, and whatever else makes human life beautiful and good. The first condition in such training is for the teacher to be what he would have his pupils become.

PHYSIOLOGY.—1. The humerus is the long bone of the arm, extending from the elbow to the shoulder; the femur extends from the knee to the hip and is the longest bone in the body; the fibula is the outer of the two bones which extend from the ankle to the knee; the scapula, or shoulder-blade, is

situated on the upper and back part of the chest; the patella, or knee-cap, is placed on the anterior lower part of the femur, and covers the articulation of the femur and the tibia.

2. A tendon is a fibrous cord by which a muscle is attached to a bone, to convey the contractile power of the former to the latter.

3. The chief function of the liver is to secrete bile to aid in the process of digestion. It also forms sugar, which is absorbed by the blood-vessels and carried into the circulation.

4. Chyme is a grayish homogeneous pulp, formed from food in the stomach, chiefly by the action of the gastric-juice.

5. Oxygen is taken into the blood in the lungs, to purify the blood and produce animal heat.

6. The larynx is the upper part of the wind-pipe, and has the general form of a cone, with its base towards the mouth.

7. The spinal cord connects the nerves of the body with the brain, and, when it is injured, this connection is severed or impaired, and the nervous fluid or energy can not flow through the motor nerves to the muscles which move the lower extremities.

8. The veins carry blood *to* the heart, and the arteries carry blood *from* the heart. The systemic veins and the pulmonic arteries contain impure blood, and the systemic arteries and the pulmonic veins contain pure blood.

9. The three humors of the eye are the aqueous, the crystalline, and the vitreous. Their uses are to give the requisite form and structure to the eye to refract the rays of light in such a manner as to form a perfect image on the retina.

10. The sensation of sound is produced by vibrations communicated to the optic nerve, which produces a sensation in sensorium, and through this the mind perceives what is called "the sensation of sound." Sound is a percept of the soul.

HISTORY.—1. Washington's first Cabinet consisted of Thos. Jefferson, Secretary of State; Alex. Hamilton, Secretary of the Treasury; Henry Knox, Secretary of War; Samuel Osgood, Postmaster General; Edmund Randolph, Attorney General. John Jay was the first Chief Justice of the Supreme Court.

2. "Citizen" Edward Charles Genet (or Genest—pronounced *Zeh-nay*), was sent by the French Republic as ambassador to this country in 1792. He was a mischief-maker. At first received with enthusiasm, he sought to involve this country in another war with Great Britain, and denounced Washington for not favoring his schemes. At Washington's request, he was recalled by the French government, but remained in the United States until his death in 1834.

3. In 1807 an act called the "Embargo" was passed by Congress, upon recommendation of President Jefferson, which prohibited American vessels from sailing from foreign ports, and foreign vessels from taking cargoes from American ports, and requiring all coasting vessels to land their cargoes in the United States. The act destroyed for a time American commerce, and even threatened the continuance of the Union.

4. William Henry Harrison was born in Virginia, 1773; was educated at Hampden-Sidney College; entered the army in 1801; was Gen. Wayne's aide

in the Indian war, 1791, and became a Captain in 1794; was a delegate in Congress, for the Northwest Territory, 1799; Governor of the Territory of Indiana from 1801 to 1813—during which time, in 1811, he defeated the Indians at Tippecanoe. He became a Major-General in the regular army in 1813, and in that year won the battle of the Thames. After this came his political career, from 1817 to his death in 1841.

5. In 1832 the tariff legislation by Congress proved very obnoxious to many parts of the South, especially to South Carolina. That State, in November of the year named, held a State Convention, in which it was formally declared that the tariffs of 1828 and 1832 were "null, void, and no law, nor binding upon South Carolina, her officers and citizens." This ordinance of nullification was to take effect February 1, 1833, but before that date the excitement was substantially over.

6. In 1842 a treaty was negotiated by Daniel Webster, on the part of the United States, and Lord Ashburton, on the part of Great Britain, finally settling the boundary between this country and New Brunswick.

7. In 1850, in an attempt to settle the controversy about slavery, Mr. Clay introduced into Congress his compromise proposition, called the "Omnibus Bill," which included seven points: (1) the admission of any new States properly formed from Texas; (2) the admission of California; (3) the organization of the Territories of New Mexico and Utah, with "squatter sovereignty;" (4) the passage of the last two measures in one bill; (5) the payment of a money indemnity to Texas; (6) a more rigid Fugitive Slave Law; (7) the abolition of the slave trade, but not of slavery, in the District of Columbia. (See Johnston's History of American Politics.)

8. The aim of the "Peace Conference," composed of delegates from the several States, held in Washington, February 1861, was to settle the national difficulties by the adoption of several amendments to the Constitution, which the Conference prepared and recommended to Congress. The recommendations were rejected. (See McPherson's Documentary History of the Rebellion.)

9. The Battle of Lexington, in which was spilled the first blood of the Revolution, was fought April 19, 1775, and the riotous attack upon the Sixth Massachusetts Regiment, in Baltimore, in which was spilled the first blood of the civil war, was on April 19, 1861.

GRAMMAR.—1. Common nouns are spelled with an initial capital when used as the first words of a sentence, of a line of poetry, or in a caption or title.

2. Parts of speech are the several classes into which words are divided according to their use. The parts of speech are noun, pronoun, adjective, verb, adverb, preposition, conjunction, and interjection.

3. Oxen, children, strata or stratums, dies or dice, pennies or pence, footmen, cargos, staffs or staves, radii or radiuses, axes.

4. A personal pronoun is one used to represent a name and indicate its person. A relative pronoun is one used to represent a noun and connect with it a dependent proposition. An interrogative pronoun is one used to represent a noun and to ask a question. An adjective pronoun is one used to represent a noun and to define or restrict its meaning.

5. The Rhine is more beautiful than the Rhone, but the latter is the longer.

6. The passive voice is formed by annexing the past participle of the verb to the several forms of the verb *to be*; while the active voice, common form, is conjugated without the forms of the verb *to be*. The active voice represents the subject as acting upon some object; the passive voice represents the subject as being acted upon.

7. I had rung
 thou hadst rung
 he had rung
 we had rung
 you had rung
 they had rung.

8. As printed the sentence requires no correction.

9. This is a complex, declarative sentence. Principal clause, *There is an odious spirit in many persons*; first dependent clause, *Who are better pleased to detect a fault*; second dependent clause, *(They are pleased) to commend a virtue*. The subject of the principal clause is *spirit*, modified by the adjectives *an* and *odious*. The predicate is, *is in many persons*, of which *is* is the copula and *in many persons* the attribute—a phrase of which *in* is the preposition, *persons* the object, modified by the adjective *many* and by the first dependent clause. The principal clause is introduced by the expletive *there*. In the first dependent clause *who* is the subject, and connects its clause to the noun *persons*; *are pleased* is the predicate, modified by the adverb *better* and the infinitive *to detect*, which has for its object *fault*, modified by the adjective *a*. The second dependent clause is analyzed like the first, and connected to the adverb *better* by the conjunction *than*.

10. *Who* is a relative pronoun third, plural, common, nominative, subject of the verb *are pleased*, and connects the sentence of which it is the subject to its antecedent *persons*. *There* is an expletive used to introduce the sentence.

QUERY.—Why is the sun said to be “fast” or “slow”? A concise answer is desired.

Richard Proctor, of London, the noted Astronomer, is to give a course of six lectures at the State University, beginning February 6th.

Antioch College, at Yellow Springs, O., has connected with it a “Normal Department,” which is practically free, the tuition and incidentals amounting to but \$5 for a term of 12 weeks.

The Southern Indiana Teachers' Association will meet in Bloomington, March 17, 18, 19, 1880. A good programme is promised and a good attendance is desired. One session will be set apart for the special consideration of the needs of the district schools.

The Brookston Academy, under the control of A. H. Elwood, is doing excellent work, and is more largely attended than ever before.

The Monticello schools, under J. G. Royer, are prospering. A large number of teachers are expected to join the normal class in the spring.

The Trafalgar schools, under the charge of J. M. Roseberry and C. Hodgins, is becoming so popular in the new house that already more room is needed.

ST. JOSEPH COUNTY.—The schools of this county are reported in excellent condition and constantly improving under the superintendency of Calvin Moon.

The Vermillion County Teachers' Association will hold a meeting at Newport, February 13 and 14. A good programme is presented, and a large attendance is requested and expected. H. H. Conley is county superintendent.

The Ligonier schools, under the management of D. D. Luke, are doing well. The questions submitted to the Senior class at the final examination in Geometry indicate a high standard, and the result shows good work on the part of both students and teacher.

HANCOCK COUNTY.—The "Course of Study" for Hancock county, the suggestions of the county superintendent, Aaron Pope, together with his address, and the tabular statement showing the length of time the schools of each township continue, altogether make a valuable circular.

ELKHART COUNTY.—A "circular of information" sent out by superintendent Moury, contains a "Course of Study," a "Daily Programme," "Rules of the County Board," and some valuable suggestions to teachers. The county is one of the first in the State in regard to the organization and grading of its schools.

RUSH COUNTY.—The superintendent of Rush county, J. B. Blount, has issued a very neat pamphlet containing his report of the schools, embracing duties of teachers, institutes, text-books, grading, township libraries, care of school houses and grounds, and all the other pertinent topics. It gives the enrollment and average attendance in each school. Rush county is evidently gaining ground.

NORTHERN INDIANA NORMAL SCHOOL.—The following extract from a letter recently received from H. B. Brown, principal of N. Ind. Normal School at Valparaiso, indicates that that school is still on the "boom." He says: "We have more than 1600 students this term—300 more than the corresponding term last year. We have contracted for a new boarding house to contain a hundred rooms; also an addition of four recitation rooms."

The State Superintendent of Public Instruction decides that when a trustee has established a school for colored children, they can not be compelled to attend unless the school is within a convenient distance from their residences, local circumstances to decide what is a convenient distance. When one colored school has been established in a neighborhood colored children are not deprived of the right to attend a mixed school when the former is beyond convenient distance.

We need very much a few October and November Journals for 1879. We will extend the time of any one sending either or both one month for each.

Can a township trustee, elected in 1876 and re-elected in 1878, be legally elected again in 1880? The Attorney General has decided this question in the negative. His decision and argument will appear in the March number of the Journal.

The National Educational Association of Superintendents will convene in Washington City, February 19th. A large meeting is desired, and it is hoped that every State in the Union will be represented. A very attractive programme is presented. Headquarters at the Ebbitt House.

BARTHOLOMEW COUNTY.—Supt. Wallace had visited *all* his schools *once* before Christmas. He reports the interest good and the average attendance better than usual—being 75 per cent. of the enrollment. The time spent in visiting 115 rooms was 37½ days—spending an average of one hour and ten minutes in each room. An "Educational Exhibit of School Work" was made at their county fair last year. It will be repeated the present year.

The Indiana State Teachers' Association was organized December 25, 1854, consequently the association is now 25 years old, and it is also evident that the late meeting of the association was its 25th annual meeting—its first *annual* meeting being held one year after its organization. The late meeting of the association was its 26th meeting, but its 25th annual meeting. These statements seem necessary in order to reconcile some conflicting statements made and published within the last year or two in regard to this matter.

A paper on "The Disadvantages of City Boys," by Rev. Washington Glad-den, of Springfield, Mass., is announced for an early number of St. Nicholas. The article is said to be based entirely on personal statistics gathered from a hundred prominent business men concerning their surroundings, habits of life, etc., during boyhood. The statements thus collected will, it is announced, exhibit a remarkable showing of the "Disadvantages of City Boys," and enforce strongly the author's hints toward a successful life. The paper, moreover, is addressed directly to the boys themselves.

COUNTY INSTITUTES.

TIFFCANOE COUNTY.—The Teachers' Institute of this county convened at Lafayette, December 22, 1879. Although it was Christmas week and the weather was gloomy and unpleasant the attendance was large; the total enrollment being 180, of whom 165 were teachers. The average attendance was about 140. Our instructors were Prof. E. A. Angell, of the Alleghany City, Pa., Normal School, and Prof. E. E. Smith, of Purdue University. The former discussed School Management and Language Lessons, and the latter Physiology and Grammar. On Monday evening Prof. Angell lectured on "Common Sense" and on Tuesday evening the teachers held a reunion. An

interesting part of each day's programme was the reading of township reports. These reports embodied a brief history of the schools of the township; also the present condition and the amount and value of apparatus in hand. A pleasant episode was the presentation, to our worthy Supt., W. H. Caulkins, of an elegant gold watch, a testimonial of esteem from the teachers of the city and country. On Friday afternoon State Superintendent Smart entertained us with "Glimpses of Europe."

FOUNTAIN COUNTY.—The Fountain county institute convened December 29, in Covington. It was pronounced "a decided success." The interest was good throughout the entire session. The enrollment was about 83, with an average attendance of about 65. The common branches were all presented in a practical way. A series of lessons in English history, presented by J. Warren McBroom, superintendent of the Covington schools, was specially praised. A. M. Booe is the county superintendent.

LAKE COUNTY.—The Lake county teachers' institute met in Crown Point, December 29, 1879. Frank Cooper was appointed secretary. Instruction was given during the week as follows: G. W. Dale, Elocution; W. H. Banta, Geography, Arithmetic, History and Zoology; M. Bosworth, Grammar and Composition; Supt. Cheshire, Spelling and Surveying; Rev. T. H. Ball, lecture on Geology; William Esswein, Orthography; N. F. Daum, "Teachers should prepare lessons;" A. A. Winslow, Moral Culture; Theresa Reibly, Primary Reading; J. H. Ball, Winds; Frank Cooper, Comp. Proportion; Eugene Farley, Observations at Institutes; John Q. A. Sparks, Select Reading; Miss Libbie Allman, Primary Work; Ed. Schell, Devotional Exercises in School; D. B. Stancliff, Writing. Teachers' social was held on Monday evening. On Tuesday evening the distinguished poet, Will Carleton, lectured on the "Science of Home." On Wednesday evening was given a lecture on "Conversation," by Prof. Dale. On Thursday evening elocutionary entertainment, by Prof. Dale. All these entertainments were well attended and seemed to be fully appreciated by the teachers and citizens. The enrollment was 204, the largest ever made in the county. W. W. Cheshire is the superintendent.

JOHNSON COUNTY.—The annual session of the Johnson county teachers' institute was held at Franklin, December 22d to 26th inclusive. Eighty-nine teachers were enrolled. W. T. Stott, D. D., of Franklin College, who delivered a series of lectures on Political Economy during the session of '78, resumed this subject, as did D. T. Praigg, of Whiteland, the subject of Grammar—the teachers taking a *special* interest in the first of these subjects. E. P. Cole, of Hopewell, presented the subject of Diacritical Marks; J. C. Eagle, of Edinburg, Arithmetic; and Miss Fannie McMurray, of Franklin, Penmanship. Other instructors who were present and rendered efficient aid, were M. R. Barnard, J. M. Olcott and W. A. Bell of Indianapolis, and Geo. P. Brown of the State Normal School. Public lectures were delivered by W. A. Bell on "Young America and his Sister"; by Prof. Brown on "The Relation of the Normal School to the Common School," and by Mr. Olcott. Miss Alice Farley, in a sprightly paper, considered the question, "What shall we do with John?" J. R. Ray, as editor, assisted by a corps of associate ed-

itors, prepared full accounts of each day's proceedings, which were published in *The Daily Herald* of Franklin. J. H. Martin, county superintendent, and Wm. M. Park, secretary.

RANDOLPH COUNTY.—The Randolph county institute convened in Winchester, December 29, 1879. The county superintendent, Mr. Lesley, acted as president, and H. W. Bowers was elected secretary. The instructors were Mr. Mead, superintendent of the Union City schools; E. H. Butler, superintendent of Winchester schools; J. A. Beattie, president of Bedford College; H. B. Brown, principal of the Valparaiso Normal School, and J. H. Smart, State Superintendent. Prof. Beattie delivered three lectures on "Education and Citizenship", "Mohammed and his Religion", and "The Teacher's need and means of Culture." Prof. Brown talked on "School Government," and gave instruction in Arithmetic, Grammar, and Object Teaching. State Supt. Smart's talk, both morning and afternoon, was instructive and valuable. In the evening he gave a very interesting lecture, entitled "The Old World." This session of the teachers has been the best ever held in the county; 203 teachers were enrolled, with an average daily attendance of 146. The success is mainly due to the efforts of the county superintendent. D. Lesley, president, and H. W. Bowers secretary.

RUSH COUNTY.—The Rush county institute was held in Rushville, beginning December 15th. It was the largest ever held in the county, and the punctuality and interest were never before excelled. The instructors from abroad were Hon. J. H. Smart, Rev. J. C. Fletcher, W. A. Bell, Geo. P. Brown, M. R. Barnard, and last but not least the noted elocutionist, Prof. R. B. Kidd, who was present the entire week. With such a corps of instructors success was insured from the start. J. B. Blount, the county superintendent, deserves much credit for his excellent management.

CLINTON COUNTY.—One of the most interesting, practical, and enthusiastic institutes ever held in Clinton county, commenced December 29, 1879, and ended January 2, 1880. Every teacher assisted in thus making what we claim for it. The work consisted in regular instruction, lectures and essays; each exercise, except said lectures and essays, was discussed, the *pros* and *cons* presented, possibilities answered, and such other observations made as were deemed valuable. Among those who helped us were Profs. Boone, Neff, Millsbaugh, Hopkins, Staley, Mrs. Emma Mont. McRae, and Dr. White, of Purdue. Total enrollment 129; average attendance 90. A large number of citizens were in constant attendance.

STEBEN COUNTY.—The fifteenth annual meeting of the Steuben county teachers' institute was held at Angola, November 17, 1879. In a circular issued previously, county superintendent Cline informed the teachers that they should "have the benefit of *normal instruction*," and that he expected "the largest gathering of the kind ever held in Steuben county." Among the more prominent workers from abroad were Prest. Geo. P. Brown, of the State Normal; Prest. H. B. Brown, of the N. I. N. S. & B. I.; Miss Callie H. Vineyard, of Chicago; Supt. S. D. Crane, of La Grange county; Hiram Hadley, of To-

ledo, O.; and A. C. Shortridge, of Indianapolis. Supt. Crane lectured on Monday evening, and the teachers' reunion, which occurred after the lecture afforded an opportunity for the "renewing of old acquaintances and forming new." Miss Callie H. Vineyard gave a fine elocutionary entertainment; the Alpha Society of Angola gave the best literary entertainment ever given in the county. Ten essays were read. The subjects had been assigned to the writers by the county superintendent. Superintendent Cline was the recipient of a gold watch-guard, a token of the high appreciation that the teachers have of his efforts.

E. B. SMITH, Sec. Inst.

KNOX COUNTY.—The Knox County Institute (no report of which was sent to the Journal) was large and more regular than ever before. The county schools are fuller than ever before, and are generally in good condition. The county superintendent is E. B. Milam.

PERSONAL.

John C. Chaney is superintendent of the Worthington schools.

Amelia Platter, several years assistant in the Seymour high school, is now a student at Vassar.

J. Lemon Schauck has charge of the Raleigh schools, and they are reported in excellent condition.

N. Newby, formerly professor in the State Normal School, is now superintendent of schools at Independence, Kansas.

J. A. Winters is principal of the Seymour high school. Maggie C. Hedrick, a graduate of Ohio Wesleyan Female College, is assistant.

Miss Jennie Dean, who was several years a successful and highly respected teacher in the Seymour schools, died recently of consumption.

State Supt. J. H. Smart will read a paper at the national meeting of superintendents to be held at Washington City, February 19th, on "State Systems of Education."

Last year J. Warren McBroom's Christmas present was a wife—this year it was a ————well you can guess in two guesses. The Covington schools are growing better all the time.

Hiram Hadley, Indiana agent for D. Appleton & Co., has removed headquarters from Toledo, Ohio, to Indianapolis. Mr. Hadley has a host of friends in the Hoosier State, and they will be glad to bid him a hearty welcome back to the field of his early labors.

W. H. Caulkins, superintendent of Tippecanoe county, at the close of the county institute held in the holidays, was the recipient of a handsome gold watch, presented by the teachers as a testimonial of regard and of recognition of valuable services as superintendent of the schools.

W. T. Harris, who has been superintendent of the St. Louis schools for the past twelve years, has notified the Board that he will not be a candidate for re-election next May. He has not declined a re-election, but will not ask for it. Mr. Harris, in some regards, is the ablest school superintendent in the United States—he has no equal among them as a metaphysical thinker and close reasoner. He is editor of the "Journal of Speculative Philosophy," and contributes liberally to educational literature. He is a grand man, and it will be a disgrace to the St. Louis School Board if it does not re-elect him unani-
mously.

On New Year's day, at Peru, Ind., Prof. Richard A. Edwards, of Knox College, Galesburg, Ill., was married to Miss Alice Shirk, of Peru. Prof. Edwards is a son of Dr. Edwards, who was for many years President of the Illinois Normal School. Miss Shirk was never a teacher, but is a lady of good education and of genuine worth. Her father, E. H. Shirk, is highly respected and is rich—worth at least three millions—and there are only three heirs.

Wm. I. Marshall, of Fitchburg, Mass., gave the teachers attending the State Association a very instructive and a highly entertaining lecture on "An Evening in Wonderland, or the National Park." No other spot of ground on the globe of equal area contains so many natural curiosities, and Prof. Marshall having traveled through it, with the aid of his calcium light pictures, makes it very real. We were highly entertained and instructed. We understand that Prof. Marshall is soon to return to Indiana to give this lecture at different points.

J. V. Coombs, principal of the Central Normal School at Ladoga, has recently returned from a protracted visit East. He spent several weeks in the Philadelphia School of Oratory. After leaving Philadelphia he visited Trenton, N. J., New York City, Washington City, West Virginia, taking time to look into the best schools he could find—especially the Normal and Training schools, his object being to see and collect all the latest and best methods in teaching. He feels well paid for time and money spent, and says that his school shall have the benefit of what he has learned.

Prof. S. K. Hoshour, of Indianapolis, is perhaps the oldest teacher in the State. He has taught *forty* years, thirty of which have been in Indiana. He was many years Professor in the North Western University (now Butler). When State Superintendent Fletcher was killed, Gov. Morton appointed his old teacher, Prof. Hoshour, to fill the office for the unexpired time. The Professor is now 76 years old, but claims to feel as young as ever when he is among teachers. He still teaches private classes.

Miss E. F. Ware, of Milton, Mass., has undertaken to teach school at long range. The plan is to give instruction by means of weekly correspondence. The pupils state difficulties and submit work for criticism, and the teacher criticises, answers questions, makes suggestions, etc. This plan is said to have succeeded in England.

BOOK TABLE.

G. A. Wentworth's Geometry, published by Ginn & Heath, Boston and Chicago. The demonstrations in this book are unique, concise, clear and well calculated to lead students to logical reasoning. It is filled with new and suggestive methods, and upon the whole a more complete and systematic treatment of the science of geometry has not come before us for examination. The mechanical execution of the work is a credit to the publishers. The numerous symbols and abbreviations, the small amount of matter on a page, the statement of the proposition, what is required, and the demonstration all being in different kinds of type, so that the eye will readily catch the different points of relation, are all special and commendable features of the work. When references are made in a demonstration to a previous proposition the number of section is indicated on the margin of the page, and the element used in the reference is given in small print, so that the study of a demonstration never requires the turning of a page.

Mott's Modern Mode, consists of a series of Charts, 36 in number, embracing much valuable information on many valuable branches of knowledge. The charts cover not only the elementary steps in reading and arithmetic, but also in language, business forms, promissory notes, indorsements, due bills, rules for interest, receipts, drafts, checks, letter-writing, book-keeping, government land measure, extraction of square and cube root illustrated, etc. The importance of teaching these things in the common school will not be denied, and having them collected and presented in this chart form is certainly a very great convenience. For information in regard to price, etc., address John Mott, No. 1 Vincennes ave., Chicago.

The Child's Book of Language. D. Appleton & Co., Boston; Hiram Hayley, Indianapolis, agent for Indiana.

This series of 4 books: "Stories in Pictures," "Studies in Animals," "Studies in Plants," "Studies in Words," resemble somewhat copy-books with "pictures" for copies. The design is by their help to teach children to express their thoughts correctly in writing, and the pictures suggest topics about which to talk and to write. The pictures, the questions, suggestions, and hints are all graded and suited to the stage of the child's progress, and it seems impossible that composition writing under this plan should prove a burden either pupil or teacher. We have seen nothing else equal to this for primary children. Every primary teacher should see a copy.

First Principles of Political Economy, by A. L. Chapin, D. D. New York: Sheldon & Co.

The very great success of Wayland's Political Economy, as recast by President Chapin, has led to the preparation of this book. The former, published by the same house, is intended for colleges; this especially for high schools and academies. It gives a concise yet clear and simple statement of all the most important principles of the science. We know of no other work on the subject as well adapted to high school use. Dr. Chapin has "hit the nail on the head."

The Atlantic Monthly is one of the very best literary magazines in the country. It is not illustrated, but the space is all filled with the best thoughts of the best writers of this country and other countries.

The February number contains articles from Goldwin Smith, W. D. Howells the editor, Henry W. Longfellow, Elizabeth Stuart Phelps, Susan Coolidge, Richard Grant White, and others. It also contains an account of the Breakfast given Oliver Wendell Holmes December 3d, the occasion of his *seventieth* birthday, together with all the speeches made and poems read; also a diagram of the tables and a list of the noted literary persons present. This alone is worth many times the cost of the number.

Little Folks' Reader, published by D. Lothrop & Co., Boston, is the name of a 16 page monthly that will delight the *little folks* "more than tongue can tell." The beautiful pictures, the nice stories in large type—the novelty of a new reader every month, all commend themselves to not only the children but to thoughtful parents and teachers. Superintendents of schools and primary teachers should see it.

Harpers' Young People is a new "illustrated monthly," published by Harper & Brothers, New York. Persons acquainted with the publications of this "House" (and who is not?) know that it does everything in first-class style. The illustrations are excellent, and the reading matter, not especially appropriate in the first numbers, has materially improved, and we pronounce the paper good—first-rate and cheap—\$1.50 a year.

Among the periodicals that come to our sanctum treating on special subjects with a good degree of ability, we are glad to mention *Church's Musical Visitor*, published monthly in Cincinnati. We believe in music, and a paper emanating from so musical a center as Cincinnati claims to be, should certainly give no uncertain sound. Those of our readers desiring a musical paper should look at this.

BUSINESS NOTICES.

Prof. Hamill will commence his elocutionary work in the Central Normal, Danville, March 28th, to continue nearly three months.

Dr. Tingley is making an excellent thing out of the Manufacturing Laboratory at Danville Normal.

ATTENTION!—Deputy Organizers Wanted! The U. L. A. & O. need organizers for all parts of Indiana. Only intellectual and respectable men need apply.
C. W. OAKES, Gen. Organizer, Indianapolis, Ind.

A teacher who recently raised a club for the School Journal and received therefor a Journal map, acknowledges its receipt as follows: "I received the Journal map yesterday. It is just what I needed. I am well pleased with it." Who would be without a good map when it can be had on such easy terms,

Read circular of Central Normal College, Danville, Ind., bound in this issue of Journal. It contains important announcements.

SPICELAND ACADEMY has a large attendance. It is doubtful whether there is another school of its class in the State which annually sends forth a greater number of students, well prepared for college. In thoroughness of classical instruction it will compare favorably with the best Eastern Academies. The normal instruction is also thorough and practical.

SPECIAL OFFER.

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THOROUGHNESS IN SCHOOL WORK.

WARREN DARST, OF LADOGA NORMAL SCHOOL.



HE true way to thoroughness appears to lie through the educational motto of President Wolsey: "We should place character before culture, and culture before knowledge."

The ideals, feelings and purposes of the individual determine largely his character and achievements in time, and his eternal fate; and he who should engage in the abortive attempt to secure thoroughness in pupils, the warp and woof of whose ideals, feelings and purposes is vanity, would meet with about as much success as he who should undertake the resuscitation of the body by means of galvanism after the life-giving spirit had fled.

The first and essential step, then, is to impress powerfully, and if possible, indelibly, upon the minds of pupils, a correct and adequate conception of the great gravity of human responsibility, and the transcendent claims of life's work above every other consideration whatever.

The full answer to the question how to accomplish this imperative task, would involve an elaborate discussion of human nature, together with the means and instrumentalities at our command for its cultivation, which manifestly could not be attempted in this brief paper. The best that can be done before passing this topic, will be the enumeration of a few principles which are the result of some experience, observation, reading and study,

selected because of their importance and of their necessarily universal and constant application in determining the character of every school of every grade, from the first primary to the highest university.

School work can and should be made attractive, so that the minds of the pupils will be won to it as a pleasure, rather than repelled from it by its unreasonable irksomeness. I defy any human being to achieve the full success of which he is capable in any pursuit which fails to enlist his interest and arouse his enthusiasm. Then pray how should children in whom fixed habits of industry are not yet formed be expected to reach above the merest mediocrity in a work which is devoid of attraction, and therefore a burden? That "activity is a law of childhood", has been reiterated so often that it is now one of the tritest sayings extant. No body doubts it. Everybody loves mental activity if subjects be but taken up at the right time in the right order and manner. Then the possibility is established of enticing pupils to engage heartily in work from the love of it, until they will find in it their truest lasting pleasure, and will look forward to a life of honorable, useful labor, instead of the sordid and selfish one of mere personal gratification.

Punishment should never be inflicted as a means of securing study. Says the Hon. Thos. Erskine in his speech at the trial of Thomas Paine for libel, "Say to the people of England, look at your constitution, there it lies before you. You may preserve your government—you may destroy it. To such an address, what would be the answer? A chorus of the nation: YES, WE WILL PRESERVE IT. But say to the *same* nation, even of the very *same* constitution, it is yours, such as it is, for better or for worse; it is strapped upon your backs, to carry it as beasts of burden—you have no jurisdiction to cast it off. Let *this* be your position, and you instinctively raise up (I appeal to every man's consciousness of his own nature) a spirit of uneasiness and discontent." Compulsory study, therefore, must ever lack that concentration of all one's powers and that willing, enthusiastic application, so necessary to thorough mental training or high success in acquisition.

Study should never be imposed as a task or punishment for bad conduct, nor should a holiday, or a longer period of playtime be offered as a premium for study; for either of these courses would be

surrender of the whole citadel, an acknowledgment that the legitimate work of life is a burdensome task, which it is honorable to shirk on any favorable opportunity. One of the play-mates of my childhood, belonging to the family of a near neighbor, had the misfortune of being set to read the Bible as a task for any little naughtiness which he might happen to exhibit on Sunday. Imagine, will you, a susceptible, spirited boy, chafing under a feeling of tyrannical restraint, his heart turbulent and his face flushed with feelings of chagrin, anger and resentment, tasked upon the beatitudes. What wonder that from the sayings of the Prince of Peace he should suck in through every pore of his nature, as he did, the green poison of the skeptic and the scorner. No, fellow-teachers, I think the mistake when we punish children to make them work is in supposing that *present study* is the main thing to be secured; whereas it really is good habits and the right attitude toward life's work. I have no doubt that the mistaken mother above referred to enjoyed a brief feeling of triumph as she saw her son sitting with eyes fixed upon the Holy Book. But what a start it would have given her if by the side of this *present triumph* could have arisen the vision of his *after life*! Fellow-teachers, we work, not for the present fleeting moment, but for all time. Would it not be well to look to it whether we produce "wood, hay, stubble," or "gold, silver, precious stones"? If it be urged that there are exceptional cases which can be reached by punishment better than in any other way, I reply that it may be true; but I am sure that it is not the rule, and I would not vitiate a whole generation of innocent, impressionable children, by adopting as a rule what is admitted to be only a last resort for the worst and all but hopeless cases.

In our schools, character is to a great extent formed for life. It is of the first importance, then, that the ideals furnished and the habits formed there should be right. But the lesson of thoroughness can never be preached into pupils (though preaching may be a valuable auxiliary), but it must be *worked* into them by our example and by the methods of their training and the lines of activity through which they are led. Hence follows the importance of putting into practice such principles as those here enumerated.

In the school, if anywhere, every child should stand exclusively on its merits. Distinctions of birth, wealth, or any other such thing

should be banished utterly; and every one should understand at once and forever that his *work must determine his rank* in school. "According to the deeds done in the body" are we to be rewarded.

Passing to the more purely intellectual phase of our theme, it appears that one of the greatest aids to thoroughness in mental training is clearness and adequacy of conception. It aids the memory; for how can any thing ever be well remembered which was never well known. It aids the reasoning faculties; for how can any one become skillful in seeing the relations of things which are not well understood themselves. It aids the imagination; for who could ever become expert in making new combinations of vague, confused and indistinct notions. It even gives tone and self-reliance to the whole man; for how can any one be expected to be anything but hesitating, feeble and uncertain in action, if he have no clear, positive views.

Then would it be an extreme thing to say that he who fails in the clearness and adequacy of his conceptions can never become a scholar; and he who is successful here will almost certainly become one. Then how inexcusable must be the training of the young, when this element is neglected. That it is so, my experience gives unanswerable proof. Among large classes of pupils from our public schools, many of them teachers, I have found many who had but little clearness of conception of subjects they had studied. In giving Harvey's excellent definition of a common noun, for illustration, many will say "A common noun is a name which may be applied to any kind or class of objects." According to this definition, if the word chair is a common noun, it can be applied to any other class of objects; as, tree, house, man. You know the definition reads, "A common noun is a name which may be applied to any one of a kind or class of objects." Then the word chair is a common noun because it can be appropriately applied to any object of that class.

And this is only one of many instances which could be adduced to show the great weakness of our schools in this direction.

To counteract this defect, the following principles are suggested:

1. *Pupils should not be passed from one subject to another till they have obtained a clear and adequate knowledge of it. They should not only know a thing, but know they know it beyond all peradventure.*

2. "*I know it, but can't tell it,*" should be caught, sealed up in a casket of lead, sent to sea, and sunk into the heart of the Atlantic ocean, that it may be forever banished from the school room. For of all deceptions in school life, it certainly is one of the most mischievous. Clear and adequate expression of thought should be insisted upon most rigorously, though pleasantly, from the child's earliest lessons to the final effort at commencement day. His attention should be called to the fact that to say something which does not express what he means is at least not entirely unrelated to acting a false part, and is unworthy of a genuine lady or gentleman. For I have often observed that those who in other things are mere tissues of make-believes, will almost invariably contrive if possible to appear to know much more than they really do, and will almost regard as an unkindness any measures on the part of the teacher to correct what they say, and insist on their taking the trouble to know something and to be able to say it, instead of merely pretending to do so.

As one form of expression, definition holds a very important place. And the power of developing a definition in all that it connotes as well as in all that it denotes by suitable training and illustrations is one of the most valuable qualifications which a teacher can possess.

In the first place, the steps in reciting upon a definition should be three: 1. A clear and correct enunciation of it. 2. The citation of one or more instances which fall under it. 3. An application of it to the instances cited; or a statement why the instances fall under it.

After pupils have made some progress, they should be taught the theory of making definitions, and how to frame them for themselves, and to criticise others. The theory should not be left off until Logic is studied. Many will never enjoy that privilege, and must then go through life without this valuable instrument of good thinking. Even if they should remain in school long enough to come to it as a formal study, much will be lost before that time of the advantage to be derived from its intelligent application in the branches of study passed over.

It may be presented so as to be grasped very easily. The definition of any thing is an enunciation of its next higher class, with sufficient specific differences. Suppose, for instance, we were defining relative pronouns. First present a short outline of

the subject on the blackboard. The following will serve our purpose :

Parts of Speech.	{	Nouns,	{ Proper,
			Common.
		Pronouns,	{ Personal,
			Relative,
			Interrogative.

Now point out the relations of the different classes to each other. It will be seen that the relative pronoun is two degrees from the highest class in the outline, viz. : parts of speech ; and that the pronoun is the *next higher* class. Now inquire what is true of the relative pronoun which is not true of either of the other classes of pronouns. It will be found to be its *connective force*. Now make the point that this distinguishing feature is the only one necessary to distinguish a relative pronoun from any other kind. Next present your definition of definition. Then write on the blackboard the words, "A Relative Pronoun is." Then ask pupils what class it is a division of. They reply, "It is a division of pronouns." Add to the beginning of the definition now the words, "a pronoun." Ask the class what it always connects its clause with. They reply, "It connects its clause with its antecedent." At once add this to the part of the definition already made, and the whole will be found to read, "A relative pronoun is a pronoun which joins a limiting clause to its antecedent." Now have members of the class give the definition, at the same time pointing to relative pronoun in the outline as that term is mentioned in giving the definition, and to its next higher class, pronoun, as *it* is mentioned.

Soon you will be ready to criticise other definitions. For no worse habit can be formed than that of never thinking beyond, or contrary to, the book. I know that the doctrine that pupils should be encouraged to criticise books is looked upon with disfavor in some quarters. I once listened to a very carefully prepared paper to show its bad tendencies; especially that it leads to inexact scholarship. For triumphantly cried the writer, "Is it not folly to expect the undisciplined mind of youth to form as good definitions as can be produced by the ripe scholarship of age"? Suppose the same advice were given to the young blacksmith. "My young friend, you will do very well as long as you use the horse shoes made by skillful mechanics; but it will not do for you to try that part of the trade with your inexperience." What

would the next generation do for horse-shoes? True, the memoriter, mechanical boy with whom original ideas are as scarce as the "missing link," may be able to parrot off a few lessons at first with more verbal correctness than the one who relies on his own judgment and thinks counter to you and the book sometimes. But it is proven to me by my experience, past all possibility of doubt, that the self-reliant boy soon leaves his companion in the wake never to overtake him.

Neither does it destroy our appreciation of good books. But, on the other hand, it positively heightens it; for who can so well appreciate a good book as he who can *make one*, or intelligently criticise one? I say soon you will be ready to criticise other definitions; and it will be well at first to adopt the purely logical form. After pupils have mastered the theory thoroughly, you can follow Mill, and give some *unnecessary* specific differences sometimes. Take, for example, a definition of the relative pronoun, which reads, "A relative pronoun is one that may stand for any grammatical person; and connects clauses."

Carrying on an investigation with the pupils, you find that it contains, in the first place, an unnecessary clause, viz.: "That may stand for any grammatical person," because it is not a mark of the relative pronoun which is necessary to distinguish it from others; and a definition should not be a description: besides, it is a mark which the interrogative possesses in common with the relative.

Furthermore, even if this descriptive clause be desirable, this definition is defective because it is too exclusive, the specific difference, "connects clauses," not being true of all relatives; for when the antecedent is a word in an absolute construction, the relative connects a clause with a word or phrase, but does not connect clauses. Therefore, the correct specific difference is, as stated above, "joins a limiting clause to its antecedent."

Besides, even when the relative connects clauses it does so *by joining the relative clause to its antecedent*; and a definition should express the peculiar nature of this connective force.

Scarcely, if at all, less in importance, is the education of the judgment. Judgment aids in clearness of conception; for every conception is simply based on one or more judgments, and these two faculties may be said to be inseparable, each being indispensable to the other. But judgment comes into constant use

in every calling and relation of life. Deficiency here amounts to unfitness for business, or for almost any useful thing under the sun. And it is the united testimony of the best authorities that much can be done by education to heighten the efficiency of this so essential faculty.

Would we not justly expect, then, to find a course of training in *all* our schools most carefully adapted to its improvement? True, in many places this important want is felt, and methods employed to meet it. But in how many others do we find mere school keepers, whose highest ambition seems to be to get over as many pages of the book as possible; in how many others a mere attempt to cram the memory with definitions, dates, and events, for a brilliant display on examination day; an institution well enough in its design, no doubt, but so misapplied and misunderstood, as to have become more productive of superficiality and intellectual stupidity, than almost any other evil that can be named. True, the perceptive of children are very active, and their mere verbal memory very retentive. This fact should be recognized and made use of by giving them work to do in which they will have to memorize a great deal; such as paradigms of the ancient languages. But it should not be made use of to learn things in an isolated manner, when their only or main use is their relation to something else. An isolated idea in the mind is like an army with its supplies cut off, comparatively helpless.

As a mere means of cultivating the memory, leaving out of view for the moment every higher aim, each new idea should be compared carefully with things like it, and distinguished sharply from things unlike it; it should be studied in its relations to other things as logically subordinate, co-ordinate or super-ordinate; as cause or effect, etc. For illustration, knowledge should ever be laid away in the mind in the same orderly arrangement which should characterize a good library, where the books belonging to each of the several departments of science and literature are set together. Then each fact should be associated in thought with as many others as its nature and relations will justify; that when needed for use, it may be easily recalled. Why can not some persons, who really seem to know a great deal, recall, on necessity, what may be useful in elucidating a subject or establishing a proposition; while others seem to recall to mind as if by magic every fact and principle bearing upon the subject which they

have ever learned? Because the one has thrown into his mind pell mell whatever came in his way; while the other, like John Stuart Mill, has always carefully set each new thing learned into the body of his former knowledge, in its proper rank and relations, so that to call up its related ones is to call it up. His knowledge is an organic thing like a plant, which may all be raised, root, branches, leaves and fruit, by raising its trunk; or all that is attached to one limb, may be raised by raising the limb.

I suppose it is next to impossible that any one of this assembly should be ignorant of the sea of literature whose object is to impress upon the minds of educators the great value of the study of the physical sciences as a means of educating the judgment. Many very valuable things have been said, and I suppose no intelligent teacher ignores the value of these studies as a means of discipline, which is certainly the main thing in education. Surely no one will now deny that the chief object is not simply to give the pupil the most knowledge possible while in school, but to give him the best preparation for life.

But says some one, "I thought we were taught that 'knowledge is power,' and would you then have pupils come out of school empty-minded? If I am not mistaken people find a little fund of knowledge a very good thing to begin life with." The reply must be, you entirely fail to comprehend the position above stated. It is not only not stated, but not even implied, that no knowledge is to be acquired, or that it is one whit undervalued. We do not love knowledge less, but discipline more; for the latter is the *producer* of the former; and more, is obtained by the *proper acquisition* of the former. No, more knowledge will be *permanently* gained, and it will be of a more *useful* kind, when the processes of acquisition are made subservient to mental culture, than when, either consciously or unconsciously, mere acquisition is alone or chiefly aimed at. By adopting the true aim, much valuable *time*, now worse than wasted in stowing away useless lumber in the mind, will be devoted to the more valuable operations of learning useful things, and in so thinking them over and assimilating them that they will be forever retained in the best condition for use in after life. One first-class steam engine properly attached to the other propelling apparatus of a boat, and in fine running order, is regarded as a necessity for navigating our great

rivers; but it is not generally supposed that in addition to a valuable cargo, a boat load of old rusty pig-iron would increase the rapidity of transit.

I once listened to a recitation in history on the life of a distinguished man. The pupil stated that he had graduated at a certain academy in 1848, we will say; that he went to college, and graduated in 1852; that he graduated in the Yale law school in 1855; that he traveled in Europe, and returned to this country in 1857; then he opened a law office in 1858, etc. When asked after class how old the gentleman was when he finished his college course, or when he began the practice of the law, she could not tell; and it was understood that the chief object of the recitation was biographical. Evidently, in this recitation, dates were sought for their own sake, so far as the design of the teacher and class was concerned. The intelligent study of that biography would have required a clearer insight into the life, that the whole mind should be actively employed; instead of verbal memory only; and this would naturally have led to the discarding of all rubbish, that is all facts which had no bearing on the growth of the man, and seized eagerly, and *applied* intelligently, every item of knowledge which could have any significance. There "culture before knowledge" does not mean a neglect of knowledge, but a more intelligent discrimination between the useful and the comparatively useless, a better present utilization of it, a more retentive grasp upon it, and such an assimilation of it as will make it more useful in future.

The great question is not, how much does the pupil know, but what can the pupil do? Says the biographer of Pestalozzi "It is not of most importance how much this pupil knows on this or that topic; but, rather, how well is he prepared to grasp any subject and treat it with intelligence"? Says Dr. Northrop "It is the teacher's office not so much to impart knowledge as to show his pupils how to get it; to give a strong impulse to their minds, and lead them in conscious self-reliance to put forth their utmost energies. He will thus inspire them with a love of study and delight in mastering difficulties, till they feel all the incitement of victors, and are encouraged to go on from conquest to conquest. The true processes to develop each faculty of the juvenile mind are identical with the best methods of gaining and retaining knowledge. Efficiency is the proper test of mental improvement."

But, although the physical sciences afford a fine field for mental discipline, when properly used, it does not follow that every one engaged in their study will derive the advantages they offer; but only those who employ the physical science *method*. For what is the difference between the disciplinary value of committing to memory and reciting on botany or physiology, and studying history in the same way? Manifestly none. The great value of the physical sciences as a disciplinary study lies only in the *inductive* and *experimental method* peculiar to them. Is it desired that a pupil reap the peculiar advantages flowing from the study of chemistry and natural philosophy? He must be turned into the laboratory, with his book as a guide and manual, a set of apparatus for experimenting, and taught to use his hands, eyes, ears, and every other sense and every faculty of his mind till they are reduced to control and to habits of thorough and accurate work. Various kinds of substances whose names he does not know may be assigned to him for original analysis and classification. Special scientific problems may be assigned for his determination after collecting all the facts bearing on the cases within his reach; such as the nebular hypothesis, origin of species, the presence of a superabundance of carbon in the atmosphere during the carboniferous period, which is denied by Prof. Andrews. Younger pupils may be employed on the same principle in making original observations in botany and physiology. Quite small pupils may receive informal training in the same general direction. For instance, place before them on a table a considerable number of balls, differing in size, color, form, substance, weight, use, etc. Let them arrange the balls in classes, first according to one differentiating property, then according to another, and another, and so on. In connection with this exercise, the result of their classification may be expressed on the blackboard in the form of an outline by means of braces.

But, I fear, one of the chief advantages which may be derived from the study of the physical sciences is, nine times out of ten, almost completely ignored. I refer to the cultivation of the power of the logical analysis of subjects or topics into their divisions, subdivisions, and the subdivisions of these subdivisions, and so on to the infima species or the last division desirable to be made. For instance, the whole subject of human anatomy may be included in the analysis of the single term "human body" into its

divisions and various ranks of subdivisions; the subject of botany under the term plant, separated into root, trunk, branches, and their various subdivisions. This would be a natural continuation, though from classes to individuals, instead of from individuals to classes, of the classification of real objects begun with young pupils. The simplest form of this kind of exercise consists in merely studying written or printed analyses, prepared by the teacher or others, and can, doubtless, be usefully employed.

A higher form consists in making out written analyses gathered from reading one book on a subject, and in its first stages, following pretty closely the arrangement of the book. But after a little practice, this arrangement may be varied and extended. A still higher form consists in making investigation more thorough and masterly. Here the pupil takes a subject for investigation, and makes a system of his own arrangement, gathering his information from all sources at his command; from the various books on the subject, and from his own individual knowledge. From one book he gathers what is omitted from the others, and his own experience may supply something omitted from all. As to these parts he passes through the alembic of his own scrutinizing understanding and produces something new under the sun, bearing the stamp of his own individuality. This is beginning to approach thoroughness.

But, says some one, "will not the pupil sometimes make a worse system than the author of the book"? What of it? Has not Pestalozzi been able to teach you his fundamental principle that the "exercise of a faculty is necessary to develop it"? You take too much care of the loaves and fishes to the exclusion of weightier matters of the law. Aim first at the root of the matter, a highly cultivated and vigorous mind, and all these things shall be added, accuracy, exhaustiveness, and all the train of the elements of ripe scholarship.

But, says some one, "I thought these analyses and outlines were to be reserved for review only. I fear that pupils cannot classify until they have first gone over the subject, and are able to take a comprehensive survey of the whole field." Well, of course common sense would dictate that primary pupils cannot engage in the higher forms of analysis above referred to; a grade of this exercise suitable for them has been indicated above. Have you ever tried the analytic form of study for advance

sons? If not, do so by all means. One man's mere theory is as good as another's if he has as good reasons for it. But success in *reducing a theory to practice* is as unanswerable as Euclid. And the success of the analytic form of investigation for advance lessons is an empirically established fact.

I must candidly confess, however, that I have known this method to be dangerously perverted in some schools widely noted for its use. The analysis, or outline must ever hold a subordinate position, and be made a mere instrument of investigation. Otherwise, if a long outline be made the *end* of study, it undoubtedly will lead to superficiality; for attention will be diverted from the complete mastery of the material passed over to that of merely filling a great number of lines with terms which represent no real knowledge or discipline. I have known such preparations for public exhibition, which were almost as shameful as the cramming system above referred to.

The tendency of the method of training hinted at in two or three general directions, it is believed, will give the mind a *constructive* rather than a *receptive* cast. It will foster the habit of forming opinions and systems for one's self, rather than being satisfied to receive those formed by others.

I think I can not better close this paper than by quoting from John Stuart Mill the four rules he laid down to control his intellectual work, when he refers to that "mental habit to which," he says, "I attribute all that I have ever done, or ever shall do, in speculation; that of never accepting half-solutions of difficulties as complete; never abandoning a struggle, but again returning to it till it was cleared up; never allowing an obscure corner of a subject to remain unexplored, because it did not appear important; never thinking that I perfectly understood the parts of a subject until I understood the whole."

METHODS IN READING.

GEO. P. BROWN, PRES. OF THE STATE NORMAL SCHOOL.

THERE are two ways by which a teacher may attain to a good method of teaching. The first and most common is through experience. If he be a careful observer and not easily satisfied

with his results, he will through persevering effort eventually become master of methods of teaching the different branches which, in his hands, will be successful. This requires time, but the methods thus obtained are generally attended with good results. Most of the best methods in use have come into being in this way. The history of the most successful methods in reading now generally adopted in our best schools, shows that it is not the philosophic thinker, but the practical teacher who should receive the credit for many of the most valuable improvements in our methods of teaching. This is not peculiar to teaching. Our first knowledge and our progress in knowledge in every department of life seems to have been largely through experience. But while philosophy has not led the way in making discoveries it is found that all really valuable discoveries will bear the test which philosophy requires.

What is the history of our present method of teaching young children to read? The A, B, C method, by which probably every person in the State who is thirty years old learned to read, and which we learn from an educational paper published in Boston is the prevailing method used in New England to-day (see *Primary Teacher* for November, p. 77), proceeded upon the supposition that the first thing which it was necessary for the child to know was the names of all the letters in the alphabet. He must then learn to read by calling by name the letters found in words, and by being told the names of the words which these letters spelled. There was so little resemblance between the names of these letters as spoken, and the spoken word, that the pupil made very slow progress. He must be told every new word for a long time. It was only by slow degrees that he learned to associate the sound of the letter with its name, and in this way determined the new words. This he did unconsciously, after a long course in his A-B ABCs and the successive lessons in his spelling book. This is the method still used in the East and in some of the country schools of this State. It is used because teachers in these places have not had their attention directed to its inferiority to other methods, or have been satisfied with it.

Another method naturally growing out of this (being suggested by the teacher's experience in teaching by it), was the phonic method. It was found that pupils were inclined to pronounce the word by putting the *names* of the letters together. For ex

ample: they would name the letters s-a-w, and when asked "what that spelled"? would answer, "essaydoubleyou." That is, they put the names of the letters, as heard when spoken, together to make the word. Some wide-awake teacher caught the hint from this. He said, "why not teach the sound of the letter first, and let the pupil call it by its sound and not by its name." In this way the phonic method took its origin. This method supposes that the child shall know the sounds of the letters and then he will be able to utter any new word by sounding each letter in it. The words cat, mat, sat, rat, bat, hat, pat, etc., could be pronounced by the pupil if only he would sound the letters in their order. It is undoubtedly an old thought. Individual teachers have for many years made use of it. But the method did not begin to prevail to any extent until within the last twenty years. The point of weakness of the method as a method to be used exclusively, lay in the fact that all the words in the language are not pronounced as they are spelled. The method requires that the spelling reform shall be adopted and practiced. It is possible to teach children to read by it, but the teacher is compelled to select the words that he shall read with great care. Such words as girl, saw, her, do, are, they, walk, bird, said, and the like, must be avoided or the pupil falls into hopeless confusion because of the great number of different sounds given to the same letter. The different sounds of o in the following words illustrate this: dog, to, come, hope, good, for, not. But the above words and similar ones are familiar to the child when spoken, and any reading lessons which exclude them and only use the words which the child can spell by sound without confusion will be unnatural and unattractive.

This experience and the study accompanying it led up to the question, "Why not teach the child to name the *word* at first"? It was found by close observation that by the A, B, C method he really learned the word as a whole. He carefully spelled every word before pronouncing it, it was true, but he depended upon the teacher for the name of the word, and he naturally associated this name with the appearance of the word as a whole, and not with the spelling. So the word method came into existence. This required that the words should be taught as wholes, and without any regard to either the names of the letters or their sounds. Another good idea; but it failed as a method to be

used exclusively, because it gave the pupil no key by which he could make his way alone. He must be told the name of every new word. This would do for a time, but ere long the pupil should be put into possession of information by which he could make out new words for himself. Each method had points of excellence, but neither method would suffice alone.

The next step was to make a combination of these methods. This combination-method requires that during the earliest stage of instruction the pupil shall be taught words as wholes, and learn to read sentences and lessons in this way; that as soon as the child has become somewhat familiar with forms of words, so that these forms will cause the ideas to come into his mind, which he formerly associated with the spoken words, then he shall be taught little by little to analyze the simple words into their sounds and to learn both the sounds and the names of these letters. From day to day fewer words are taught as words, and more words are analyzed into their sounds, until in time what is distinctive about the word method disappears, and the pupil learns new words by the process of analysis.

This is the method of teaching primary reading now in use in the best schools in this State. The reader is ready to ask, "Well, what is to take its place"? If we had no other assurance that we have at last "struck bottom" than that which experience gives, there would be little reason to believe that this method would not give place to some different one in a short time. We find, however, that this method is approved by philosophy as well as by experience.

Long ago Sir William Hamilton laid down the following law of mental activity: "The first procedure of the mind in the elaboration of its knowledge, is always analytical. It descends from the whole to the parts; from the vague to the definite." The final procedure is synthetical, reconstructing the whole by the use of those elements into which it was analyzed. The application of this law would have resulted in the invention of the same method that we have finally arrived at through a long series of experiments. We can safely affirm, therefore, that no material change will be made from this method in the future. This must be so "because the mode of the mind's activities is invariable."

INFINITIVES.

F. P. ADAMS, PRIN. OF DANVILLE NORMAL SCHOOL.

I HAVE before me fifteen authors on the subject of Grammar, and have examined them with particular reference to the subject of infinitives. Surely so much obscurity does not exist with reference to any other subject in grammar. One says the infinitive is a kind of noun-verb; another, that it is parsed by saying that it "depends on the word (naming it); another, that the infinitive may be used as a noun in any case except the possessive. Thus we might continue.

Is there not some view that is clear and consistent on which grammarians can unite in the main, though differing in the minutiae?

The following is submitted, though no originality is claimed for it, except in its presentation:

Every infinitive has the construction either of a noun, an adjective, or an adverb. By "*construction* of an adjective, noun and adverb" is meant the same relation which these parts of speech have to other words. Now it must not be inferred, that since an infinitive may have the construction of a noun, that it has all the characteristics or any other characteristic of a noun. This error has led some to suppose that infinitives have case. Case, it should be observed, is a property of nouns and pronouns, not of verbs.

An infinitive has the construction of a noun when it is the subject of a verb; as, *to lie* is base.

An infinitive has the construction of a noun when it is the predicate of an intransitive verb; as, *to die* is *to sleep*.

An infinitive has the construction of a noun when it is apposition with a noun; as, *delightful task, to rear* the tender thought.

An infinitive has the construction of a noun when it is the object of a transitive verb in the active voice; as, *I desire to travel*.

An infinitive has the construction of a noun when it is the object of a preposition; as, *he is about to depart*. Nothing is left but *to perish*.

An infinitive has the construction of an adjective when it limits a noun; as, *time to come* is called future. Flee from the wrath *to come*.

An infinitive has the construction of an adjective when it limits a noun or pronoun in the predicate, frequently denoting what is possible or obligatory; as, the search is *to be made*. The command is *to be fulfilled*. He seems *to be pleased*.

An infinitive has the construction of an adverb when it limits a verb (1) trans. active; as, he *struck* the fellow *to kill*: (2) pass. as, he *was commanded to depart*: (3) intrans.; as, he *came to work*.

An infinitive has the construction of an adverb when it limits (1) an adjective; as, let us be *content to labor*: (2) an adverb as, he is *strong enough to work*.

This may all be summed in tabular work as follows:

INFINITIVES—CONSTRUCTIONS.

I. *Of a noun—*

1. Subject of a verb.

To die is gain.

2. Object of a verb.

He desired *to study*.

3. Predicate of a verb.

To live in hearts we leave behind

Is not *to die*.

4. In apposition.

This is his purpose *to mould* his own destiny.

5. Object of a preposition.

He was about *to speak*.

II. *Of an adverb, modifying—*

1. A verb.

a. Transitive.

- (1) Active.

He broke the shell to get the kernel.

- (2) Passive.

He was induced *to take* refuge.

b. Intransitive.

1. He arose *to speak*.

2. An adjective.

He is content *to work*.

3. An adverb.

He is kind enough *to aid* you.

III. *Of an adjective—*

1. Limiting a noun.

He has permission *to go*.

2. Limiting a noun or pron. in pred.

The work is *to be done*.He appears *to be delighted*.

An infinitive is always the verb of an *abridged proposition*, which may be expanded into finite verb and subject. Thus *I want to go*, expanded, will read, *I want that I may go*. *He came to study* is equivalent to *he came that he might study*.

In very numerous cases the construction can not be ascertained until the infinitive is expanded. Then again by expanding these abridged propositions we can often tell the construction of words connected therewith. Thus we have the sentence *I want him to go*. If it should be expanded *I want him that he may go*, *him* is objective, object of want. But if we expand it thus: *I want that he may (or shall) go*, *him* is clearly objective, subject of *to go*. The latter is evidently the correct view. Pupils should receive careful drill in the correct expansion of abridged clauses. They will thereby be aided in the correct interpretation of many passages in literature—a point of much importance.

CENTRAL NORMAL COLLEGE, DANVILLE, IND., Jan. 12, 1880.

GEOGRAPHY.

WM. H. TIBBALS, ASSO. PRIN. NORMAL SCHOOL AT WORTHINGTON, O.

IN this series of papers on Geography—a most excellent science and delightful study—it is the writer's intention to give suggestions, not so much for the benefit of those teachers in graded schools, for whom excellent courses of study are prescribed by interested school boards, and who have a principal or a superintendent to whom they may go for suggestions and information; as for the benefit of those teachers who are engaged in the ungraded schools.

When shall we begin to teach geography? A child from six to nine years old may learn much about geography before he begins to use a text-book. The child is greatly interested in the things that surround him, in the earth and its products. Five

or ten minutes each day spent in oral exercises will in one term result in great good to the little ones of the school. The instructions should be entirely oral. Maps and globes may be used to good advantage, but no text-book should be used till the pupil can read well in the fourth reader.

In order to economize the time and to produce the best results it is quite necessary that the teacher should arrange a definite plan for one month, at least, in advance, in order that the instruction may be thorough, systematic and progressive; otherwise there would be constant repetition and confusion; and the results would be very unsatisfactory.

A few suggestions for a plan, as to what shall be taught, will be given. Of course energetic teachers will fill out, improve and adapt the plan. The first question may be—Where does the sun rise? Follow with others of a similar nature. Where does the sun set? Which way is north? Which way south? After the pupils have learned the points of the compass, and how to locate things in the school-room and the yard, then take up the shape of the earth, and its motion, causing day and night. Explain with a globe, (if you have no globe, run a wire through an apple), and show how the earth turns around and causes the sun to rise in the east and set in the west. The names and character of the seasons may then be studied.

To fix the directions in mind, maps of the school-room and yard may be drawn, locating the various objects; then maps of the garden and the farm; then, first by the teacher, maps of town, county and State.

On the subject of the seasons many things of interest may be brought out. When do the farmers plow the land, plant seed, gather berries, cut the hay, harvest the grain, pick apples and chop the wood?

The pupil may now learn the divisions of the land with which he is familiar, as hill, valley and plain; and of water, as spring, brook, river, pond and lake; and all that pertains to a river, its source, bank, bed, and mouth; the uses of the streams, if there is any water mill. Then may be considered the various kinds of soils and rocks, what crops are raised on the different soils, what use is made of the stones; the names of familiar animals, including birds, wild and domestic, their habits, their uses; familiar plants and trees, wild and cultivated, what is obtained from each, and what is done with the products.

Several weeks may be profitably spent in considering the varied occupations of men, the tools used and the products obtained, considering the farmer, the carpenter, the merchant, the miller, the blacksmith, the shoemaker, the mason, and others that may suggest themselves. In this field the observing child will find a vast store-house of useful and interesting information.

Enlarge the field of study and observation, by including adjoining towns, then the whole county and neighboring counties, keeping up the practice of map drawing. Call often for a recital of the various sights enjoyed in travel, while going to market or on a visit to some friend.

But it is not necessary to continue in this line. The faithful teacher will find enough of interest in things familiar to engage the little ones profitably for several months; and then, when they come to study the text-book, they will take hold of it with interest, even with eagerness, anxious to learn something of other countries and other peoples. The interest of the pupil depends almost entirely upon the teacher's skill and interest; hence the necessity of having some plan for systematic and progressive work.

INFLUENCE OF BAD JUVENILE LITERATURE.

LOIS G. HUFFORD.

IT is the boast of America that, within the walls of her public schools, every child born within her borders may learn, at least to read and write the English language. Yet, that through the poverty, neglect, or parsimony of some parents, even in those States where there is a law for making education compulsory, many children are still untaught in the rudiments of education is proved by the statistical reports. For in these tabular statements of facts, side by side with the other statistics, are given the estimated numbers of those who can neither read nor write.

Happily, it seems to us, this number is destined to decrease with each generation, and yet, as there is no great good without its correlative evil, so from this tree of knowledge may be grown

not only fair and wholesome fruit, but that which is blighted and worm-eaten.

Not more difficult is it to rid our orchards of the insect pests than to protect the minds of our youth from the sting of the curculio of bad literature. While the pure minded and the intelligent are striving in every way possible to uplift the children of degradation and vice, and to give to every human soul a chance for true development, at the same time the evil-hearted are sending out messages of corruption whose aim is to pollute and destroy the very flower of our youth.

That this is no mere fancy-picture may be easily ascertained by consulting the reports of vagrancy and crime among boys and young men. The mayor, of Philadelphia, two or three years ago, declared that if all the bad literature for boys could be destroyed, it would almost empty our station-houses and prisons of their youthful inmates. An officer in New York City stated that, whenever a young criminal is brought before him, his first question is, "What have you been reading"? and almost without exception the answer shows that the reading of disreputable stories either in the yellow-colored novels, or in the still more pernicious pages of sensational weeklies has stimulated to the attempted imitation of the heroes' deeds.

These stories relate to either the exploits of highwaymen, gamblers and vagabonds, or to the stories of wild adventure among Indians, pirates, and desperadoes.

The newspapers give frequent accounts of boys' leaving homes of luxury and refinement to seek for excitement and adventure, and for what they foolishly imagine will be *independence*. Almost invariably the cause of these boyish escapades may be traced to the reading of the sort of stories to which we refer.

In commenting upon the murder committed in southern Ohio not long ago, where three lives were taken, the leading papers have stated that the youthful murderer's mind was doubtless influenced by dwelling upon stories of crime. He is known to have spent his leisure in poring over these pictures of murders, and in his room was found a large pile of the worst sort of evil books.

Evidently we must not allow this turbid stream of corruption to flow on, and make no attempt to check its evil course. What means can we employ to make clean the source?

Whenever in a war between two nations, a strong point is to be gained, the party that can first get possession of that point is most likely to retain it.

So in the matter of children's reading to preoccupy the mind by first forming a taste for what is pure and lofty in sentiment is the strong point to be gained. The great distinction between the educational and the penal systems to-day is *information* as opposed to *reformation*. Early to form in the minds of the children a love for the pure and the beautiful in literature, to create a healthy taste that shall reject with disgust the nauseating stuff of unnatural sensationalism, that is the specific which like Ithuriel's spear shall discover falsehood by a touch.

Obviously to parents belongs the first opportunity as well as the chief duty towards their children in this regard. Before the little ones are old enough to read for themselves, the father or mother should read daily to them from the pages of some pure juvenile periodical, of which the *Nursery* is one of the most attractive, because of its fine illustrations. This habit once begun by the parent should be continued so long as there is a boy or a girl in the family. The reading of poems from the best authors, or any verse that contains a noble sentiment well expressed, is of inestimable value in awakening a love for the beautiful in language. Little children naturally enjoy the rhythm of poetry, and they readily retain some of the words.

This habit is a long step, it seems to me, towards forming a taste for good reading. I believe that if parents form such a habit for themselves and for their children, and do not fail to provide good reading matter in their homes, while, at the same time they always know what their children are reading, there is little danger that their boys and girls will steal off to read in secret the vile trash in dime novels.

The teacher's opportunity in this matter is second only to that of parents. In a large majority of cases, to the teacher falls the first chance of forming the taste for good reading. For, as yet the homes where good books are in common use are in a minority. Either through ignorance or thoughtlessness, or want of means, many parents make no provision for their children's reading.

In these cases the teacher may exert a powerful influence, not only with the children, but in educating a community to use the

books within their reach. To be sure, it is very pleasant to be able to put into the hands of the young the fresh, live books with their fine illustrations, of which so many are now prepared especially for their amusement and instruction. But can any one say that it is wholly a misfortune to be deprived of the opportunities of access to large libraries when it is possible for teachers, parents, and children to read a few well-selected books, which, though written long ago, are always BEST?

There is danger of skimming over too many volumes even when they are all good. It is far more useful in the formation of a strong character to thoroughly digest a small number of the best books in travel, biography, science and fiction.

In school, as well as at home, some time should be devoted to reading to the pupils. I know that I shall be met by the objection: "Our time is already full: we find it difficult to complete our programme within the limited time. In cities the subjects taught are numerous, and every minute has its allotted task. In ungraded schools the number of classes is so large that it is not always possible even to bring all the recitations within school hours."

While I recognize these difficulties, yet from experience I *know* that a few minutes can be found each day for this purpose. What could be better as a part of the opening exercises than an inspiring poem that shall make humble duties seem holy if faithfully performed, or that shall stimulate to emulation of deeds of moral courage? What better incentive to studiousness and good order is wanted than the promise of a story at the close of the day? I have found such a practice of great assistance in controlling a school called "difficult to manage." The hope of hearing something from the pages of St. Nicholas, or of being permitted to take home a copy for reading from Friday to Monday acted as a powerful stimulus to good behavior.

In these days, when good books and periodicals are so easily obtained, that teacher who says he can do nothing toward cultivating in his pupils a taste for good reading, lacks the sense of responsibility which should be a leading qualification for his calling.

There is no excuse for resorting to the pages of unnatural sensationalism, disfigured by villainous pictures, with the adventures of great explorers like Livingston and Stanley at hand, and when

the shelves of libraries and book stores are crowded with attractive stories of the great and good of all ages. History is now made as fascinating as a fairy tale. Biography is no longer simply the dull memoir, but awake, like the life whose story it tells.

Teachers, do not neglect to use the means in your hands to reduce the number of youthful criminals in the land. By your influence you may turn some minds from the channel of vice to that of purity. The love of good books is a safeguard to virtue. By awakening that love, you may save to the State and to society many intelligent, virtuous citizens.

JULES FERRY'S INTOLERANCE.

M. Jules Ferry made a speech at the opening of the Protestant College in Paris, in which he animadverted in severe terms on what he denominates the bigotry and prejudices of the Lutheran and Calvinistic character, saying, among other things, that its sectarianism was a caricature of religion, and that he never passed within its thresholds. Has it never occurred to Mr. Ferry that he is himself a man of pronounced prejudices; an extremist of the most radical sort? Between his antipathies to this and that religious sect, he is likely to make himself thoroughly detested by both Protestant and Catholic; and through his exhibitions of intolerance provoke the defeat of reforms that are of the highest importance. We are neither Calvinistic nor Jesuitical, and have a sincere hope that the public schools of France, of all descriptions, may be disenthralled from sectarianism, but it is impossible to regard the intolerant spirit and utterances of M. Ferry without a fear that the work of reform in France has fallen into the hands of an injudicious leader. It is by no means certain that the French Ministry will hold together in support of M. Ferry's pending bill. There is a strong conviction in some Republican quarters that section 7 of that bill should be modified, and notwithstanding his decided opposition to any change, it is not at all unlikely that the Minister of Public Instruction will have to yield or resign.

COMMENTARY ON THE SCHOOL LAW OF INDIANA

III.

APPOINTMENT AND QUALIFICATION OF SCHOOL TRUSTEES

THE LAW.

SECTION 4. Each civil township and each incorporated town or city in the several counties of the State is hereby declared a distinct municipal corporation for school purposes, by the name and style of the civil township, town or city corporation respectively, and by such name may contract and be contracted with, sue and be sued, in any court having competent jurisdiction, and the trustees of such township, and the trustees provided for in the next section of this act, shall, for their township, town or city, be school trustees, and perform the duties of clerk and treasurer for school purposes.

SEC. 5. The common council of each city, and the board of trustees of each incorporated town of this State, shall, at their first regular meeting in the month of June, elect three school trustees who shall hold their office one, two and three years respectively, as said trustees shall determine by lot at the time of their organization, and annually thereafter shall elect one school trustee who shall hold his office for three years; said trustees shall constitute the school board of the city or town, and, before entering upon the duties of the office, shall take an oath faithfully to discharge the duties of the same. They shall meet within five days after their election and organize by electing one of their number president, one secretary and one treasurer. The treasurer, before entering upon the duties of his office, shall execute a bond, to the acceptance of the county auditor, conditioned as in ordinary official bonds, with at least two sufficient freehold sureties, who shall not be members of said board, in a sum not less than double the amount of money which may come into his hands, within any one year, by virtue of his office. The president and secretary shall each give bond with like sureties, to be approved by the county auditor, in any sum not less than one-third of the treasurer's bond. All vacancies that may occur in said board of school trustees shall be filled by the common council of the city or board of trustees of the town, but such election to fill a vacancy shall only be for the unexpired term. The board of school trustees shall each year, within five days after the annual election of a member, reorganize their board and execute their respective bonds for the ensuing year. Said trustees shall receive for their services such compensation as the common council of the city or board of trustees of the town may deem just, which compensation shall be paid from the special school revenue of the city or town.

SEC. 6. The county auditor, in fixing the penalty and approving and accepting the bonds of any such trustees, shall see to their sufficiency to secure the school revenues which may come into their hands, as well as the ordinary township or other revenues; and in case of a vacancy in the office of trustee the county auditor shall appoint a person to fill the same, who shall take an oath and give bond as required in the last preceding section; and said auditor shall report to the Superintendent of Public Instruction the name and post office address of each trustee.

SEC. 24. Any person elected or appointed such trustee who shall fail to qualify and serve as such, shall pay the sum of five dollars to be recovered

specified in the preceding section for the use therein named, and in like manner added to said fund, unless such person shall have previously served as such trustee.

SECTION 1. *Be it enacted by the General Assembly of the State of Indiana,* That any person who has held the office of trustee of any township in this State for two terms consecutively, at the date of the next general election in October, 1878, shall not be eligible to said office for the next ensuing term, and that hereafter no person shall be eligible to the office of township trustee, more than four years in any period of six years. [Act March 12, 1877.]

COMMENTS.

1. Organisation of School Boards, etc.—Each township in the State forms two distinct corporations; one, a corporation for *civil* purposes, and the other, a corporation for *school* purposes. The same distinction is made in regard to towns and cities. The office of school trustee in townships is separate and distinct from that of township trustee; but the township trustee is *ex officio* the school trustee for his township.

" * * Each civil township in the several counties of this State is hereby declared a township for school purposes, and the trustee for such township shall be trustee, treasurer and clerk for school purposes." (1 G. & H. 543, sec. 4). It must be contemplated that the funds, etc., of these two corporations shall be kept separate. It is as an officer of the school township, and not as an officer of the civil township that the trustee has authority and power to levy a tax for the erection of school houses, and to expend the same for that purpose. (1 G. & H. 544, sec. 9). We think it must follow that it is as trustee of the school township and not as trustee of the civil township that the trustee must contract for the building of school houses. We do not think the trustee of the civil township can legally contract for the building of a school house and make the civil township liable therefor. In the case under consideration the action is against the civil township, seeking to render it liable for the cost of constructing the school house, and not against the school township, the corporation which should be liable, if any one. * * * (Ind. R., Vol. XLVII, pp. —.)

The school trustee of a township must act as clerk and treasurer of the township for school purposes; but there being three school trustees in each town and city, one acts as president, another as secretary, and the third as treasurer. Township trustees are elected on the first Monday of April, 1878, and biennially thereafter, by the qualified electors of their respective townships. They assume the duties of their office within ten days after their election.

2. Settlement with Predecessor in respect to Funds.—The outgoing township trustee should have his books and records in suitable condition to settle with the county commissioners upon his retiring from office. He should turn all books, records, papers and property over to his successor as soon as practicable after such successor has qualified.

He should invariably take a receipt for whatever passes to the new incumbent. This receipt may be in this form, viz.:

I, A. B., trustee of — township, — county, Indiana, hereby acknowledge the receipt from B. C., the retiring trustee of said township, of books, papers and documents, purporting to be the records and documents relating to the common schools of said township. I also

acknowledge the receipt of \$—— of tuition revenue, and \$—— of special school revenue belonging to said corporation. I also acknowledge the receipt of —— volumes of books, the same being the library of said corporation.

(Signed)

A. B., Trustee,
—— Township,
—— County.

3. *Same Subject Continued.*—Upon the receipt of the records and documents, the incoming trustee should immediately inspect them to ascertain if the proper amount of money has been turned over to him by his predecessor. In case any discrepancy appears, a thorough investigation should be made. If satisfactory results can not be reached, the matter should be laid before the county commissioners and before the county superintendent, and legal advice should be sought as to the best method to be pursued to secure the rights of the school corporation. It is not wise for a trustee to wait until the end of his term and then set up the plea that his predecessor did not turn over to him money enough, in order to account for any discrepancy that may appear.

4. *Same Subject Continued.*—The retiring trustee must turn over to his successor the precise amount of money belonging to each fund. For example, the incoming trustee should demand the full amount of tuition revenue that ought to be in the hands of his predecessor, even though the retiring trustee presents vouchers showing that he has spent a part of the tuition revenue for school buildings, roads, or for any other purpose than that of tuition. The Supreme Court speaks very emphatically upon this point as follows:

"Can a trustee borrow money from one fund to supply a deficiency in another? John R. Robinson et al. vs. The State ex rel. Peter J. Martin, Trustee, etc.

From Montgomery Circuit Court, Niblack, J.—In this case the point of interest is that a trustee drew money from the special school revenue to pay the interest on money borrowed at different times for the use of other funds of the township, and used the money belonging to one fund for the benefit of other funds in several ways.

The cause was tried by the court, and there was a finding for the plaintiff, assessing the damages at \$12,378.99, of which sum \$1,024.98 was found to be for interest wrongfully paid out by said Robinson, \$3,930.10 was found to be due to the special school revenue, \$1,938.21 was found to be due to the civil township fund, and \$5,485.70 was found to be due to the tuition fund. The case was appealed to the Supreme Court, and the paragraph of the decision there on the point in question is as follows:

"The complaint goes on the theory that it was a misapplication of the money belonging to a particular fund to pay it out on claims against another fund, notwithstanding the different funds were in the hands of, and under the control of the same trustee.

That theory is earnestly combated by the appellants as being impracticable and unreasonable, and too strict a construction of the law regulating the duties of township trustees. The separate and distinct character of the funds belonging to each of the township corporations has been fully recognized by a series of decisions in this court. 56 Ind. 157; 55 Ind. 7.

The same separate and distinct character seems to us to attach to each of the several funds placed in the hands of the township trustee, and the law evidently contemplates that the trustee shall open a separate account with each fund in his hands, and shall only pay out money belongiag to a particular fund on claims or charges against that fund. R. S. 1876, Vol. 1, 782, sec. 8. Also, 901, sec. 10, etc.

It follows that if a township trustee pays out money belonging to one fund in his hands on claims or charges against another fund, he is guilty of a conversion of the money thus paid out, and of a breach of his official bond. This conversion may prove to be an absolute defalcation or only a technical breach of the trustee's bond, dependent upon the subsequent conduct of the trustee in relation to the reimbursement of the fund thus directed.

Applying the rules thus laid down to the several paragraphs of the complaint before us, we are of the opinion that each one of them alleged facts enough to show a breach of the condition of the bond sued on, and that they were severally sufficient on demurrer."

5. *Ineligible for a Third consecutive Term.*—By an act approved March 12, 1877, a township trustee can serve but four years in any period of six years, or, in other words, he can not be elected three terms in succession. If a township trustee is re-elected he should invariably renew his bond.

6. *Concerning Terms and Vacancies.*—Concerning terms of office and vacancies as contemplated in sections 5 and 6, it is held: First, that township trustees hold their office until their successors are elected and qualified. (See Constitution, Art. XV, Sec. 3.) Second, that in case no election takes place at the time designated, no vacancy occurs, but the incumbent or incumbents continue in office. This latter has been decided by the Supreme Court, in words as follows: "When the term of an office is prescribed to be for a given term, and until the successor shall be elected and qualified, the officer holds after an expiration of the term, and until he is regularly superseded by the election of another in his place." (Stewart and another vs. The State, 4 Ind. 396.)

The auditor has the right to appoint a township trustee only in case of vacancy. An actual vacancy may be occasioned by death, resignation, removal, or abandonment, but not by failure of the people to elect. If the people fail to elect as specified by law, there is no vacancy and the former incumbent holds over until another election. As to what constitutes abandonment of an office, see I. R., Vol. XIX, p. 356, and I. R. Vol. XXI, p. 516.

7. *Concerning Vacancies in City and Town School Boards.*—The last clavse of section 6 does not apply to the schooi trustees of cities and towns, because by a recent act the legislature provided that vacancies in city and town boards, should be filled by the common councils of cities, and by the civil trustees of towns. See act approved March 12, 1875.

8. *Term of Service of Persons Appointed to fill Vacancies.*—In regard to the period of time for which a person appointed to fill a vacancy in the office of a school trustee in an incorporated town or city, the Attorney General speaks as follows:

"Section 6 of an act touching vacancies in office, etc., approved March 13, 1852—1 G. & H. 672—provides that 'every person elected

to fill any office in which a vacancy has occurred, shall hold such office for the unexpired term thereof.'

"In section 1 of the amendatory act of March 12, 1875—Acts, Reg. Ses. 1875, p. 136—it is provided that 'all vacancies that may occur in said board of school trustees shall be filled by the common council of the city or board of trustees of the town, but such election to fill a vacancy shall only be for the unexpired term.'

"I think these provisions govern in the question under consideration, and that the person elected to fill a vacancy in the office of school trustee, is entitled to hold such office for the period for which his immediate predecessor was elected, which remained unexpired at the time of his election to fill the vacancy."

9. *When Cities or Towns are Formed within Townships.*—Cities and incorporated towns are, for school purposes, distinct corporations from the townships in which they are situated.

When a city or town corporation is formed, the council or the civil trustees thereof, should immediately appoint school trustees. If in any city or town, the council or civil trustees, should fail to appoint a school trustee on the day fixed by law, it is held that they may appoint on a subsequent day, the law requiring school trustees to be appointed on a certain day being advisory, and not mandatory.

When an incorporated town or city is formed within the limits of a township, the township trustee is not authorized to control the school affairs of such town or city thereafter. The failure of town, or city authorities to organize a school board immediately after such town or city is incorporated, does not authorize the township trustee to continue the management of schools in such town or city. For disposition of funds and property in the hands of such township trustee when such incorporation takes place, see special chapter on the subject.

10. *Reorganization of City and Town School Boards.*—School trustees of cities or towns should reorganize each year, and each trustee should renew his bond. The Attorney General speaks upon this point as follows, viz.:

"I have the honor to acknowledge the receipt of a communication referring to me a letter from the auditor of Tipton county. In answer thereto I have to say, that in my opinion the law now requires that the school trustees of incorporated towns shall give new bonds each year. And if they fail to do so, the remedy against them for such failure is a direct proceeding to declare their tenure of office vacant. The validity of their official acts, notwithstanding such failure, can not be questioned collaterally."

11. *Compensation of School Trustees.*—The compensation of school trustees in cities and towns, is regulated by resolution or ordinance of the city council, or of the civil trustees of the town, and must be paid out of the special school revenue of the city or town; but the pay of a school trustee of a township, is regulated by the fee and salary bill of March 31, 1879, as follows, viz.:

"Act approved March 31, 1879, sec. 32. The *per diem* of township trustees shall be as follows, to-wit: For each actual day's service, they shall be allowed to be paid out of the township fund \$2.00: *Provided*, That for all services as overseer of the poor said township

trustee shall be paid out of any funds in the county treasury not otherwise appropriated, on the order of the board of county commissioners.

12. *School Trustees can not Hold another Lucrative Office.*—Art. II, Sec. 9 of the State Constitution provides, among other things, as follows: "Nor shall any person hold more than one lucrative office at the same time, except as in this constitution expressly permitted, etc."

It thus becomes a question whether the office of school trustee is a lucrative office or not. If so, then the school trustee is prohibited from holding any other office. On this point the Attorney General writes as follows, viz.;

"Question—Is the position of school trustee of an incorporated town or city a lucrative office?

What is a lucrative office within the meaning of the constitution?

REPLY.—A *lucrative* office (within the meaning of Sec. 9, Art. 2 of the Constitution of Indiana), is an office for the performance of the duties of which certain fees or a salary are paid. The profitableness of the office is of no pertinence to the question.

In the case of *Daily vs. The State*, etc., 8 Blackf. 329, our Supreme Court made use of the following language: "Pay supposed to be an adequate compensation is affixed to the performance of their duties. We know of no other test for determining a 'lucrative' office within the meaning of the constitution. The lucrateness of an office, its net profits, does not depend upon the amount of compensation affixed to it."

BUSKIRK *Attorney General*.

The doctrine enunciated above has been repeatedly affirmed by the Supreme Court. In the case of *Creighton et al. vs Piper*, 14 Ind. p. 182, it was decided that the office of township trustee was a lucrative office within the meaning of the constitution, for the reason set forth in the case in 8 Blackf., *supra*.

In section 5 of the "Act to provide for a general system of common schools," etc., approved March 6, 1865, it is provided that the common council of each incorporated city, and the board of trustees of each incorporated town in this State, shall elect three school trustees, and that "said trustees shall receive for their services such compensation as the common council of the city, or the board of trustees of the town may deem just, to be paid from the special school revenue of the city or town."

It is plain that the school trustees of cities and towns are always entitled to *some* compensation for their services. Although the *amount* of compensation is left to the discretion of the common council or board of trustees, yet they have no right to deny school trustees their compensation in some amount, and such a denial would be a foundation for an action of *mandamus* on the part of the school trustees to compel an allowance.

This construction of the terms of said section of the school law, makes the office of school trustee of an incorporated town or city "lucrative," within the meaning of the constitution.

13. *A Trustee can not Teach in his own Township.*—"You ask me whether a township trustee has a right to teach school in his township. In answer I have to say, that a township trustee, being the agent of the State to employ teachers for the public schools, is not authorized to employ himself, and such a practice, if it exists, is contrary to law, and should be discontinued. WOOLLEN, *Att'y Gen'l*."

OFFICIAL DEPARTMENT.

SCHOOL REVENUES.

AN OPINION ON THE EQUALISATION OF THE SAME.—The law in regard to the distribution of State and congressional township revenues to the townships, towns and cities of a county is contained in section 118, as follows:

SEC. 118. The auditor of each county shall, semi-annually, on the second Monday of June, and on the last Monday in January, make apportionment of the school revenue, to which his county is entitled, to the several townships and incorporated towns and cities of the county, which apportionment shall be paid to the school treasurer of each township and incorporated town and city, by the county treasurer; and, in making the said apportionment and distribution thereof, the auditor shall ascertain the amount of the congressional township school revenue belonging to each city, town and township, and shall so apportion the other school revenue as to equalize the amount of available school revenue for tuition to each city, town and township, as near as may be, according to the enumeration of children therein: *Provided, however,* That in no case shall the income of the congressional township school fund belonging to any congressional township, or part of such township, be diminished by such apportionment, or diverted or distributed to any other township, and report the amount apportioned to the Superintendent of Public Instruction, verified by affidavit."

A plain statement of the above provisions is as follows: Each child in a congressional township must receive his share of the interest arising from the fund of said township without diminution. He is then to receive in addition such an amount from the State's school revenue as will make his portion of school money equal to that of every other child in the county. For example, in congressional township A a child receives \$1 from the interest on the congressional township fund, while in B a child receives \$2 from said interest. Suppose now the State apportions an average of \$3 to each child from the State's school revenue. In this case the auditor must distribute to the child in A \$3.50, and to the child in B \$2.50 of the State's revenue, so that each shall receive the same amount from the combined revenue, viz., \$4.50.

There is an exception to this rule, which arises from the fact that by act of Congress the State can not diminish the amount of congressional township revenue belonging to the children of any township. If absolute equalization will increase a child's portion, as it generally does, it is required by law, but otherwise it is not permitted. Suppose the child in A has \$1 of congressional interest, and the child in B \$9; then if the State apportions an average of \$3 to each child from the State's revenue, the combined amount of both revenues for the two children would be \$16. Absolute equalization would in this case give the children \$8 apiece. But as this would take away part of the congressional revenue belonging to the child in B, it is not permitted under the act of Congress.

The State, however, uses its own revenues to equalize the shares of the school children, just as far as the act of Congress permits. Thus, in the above case, the State would leave the \$9 to the child in B, and give the \$6 to the child in A.

J. H. SMART, Sup't.

EDITORIAL.

POLITICS AND TEACHERS.

This Journal has always been neutral in politics. So strictly has this policy been maintained that it is doubtful whether a constant reader for the past nine years could determine the political inclination of the editor, having only the pages of the journal to judge from. This course will be pursued in the future as in the past. But let it be understood that it will defend the schools against the attacks of either party or of men from either party. The Journal believes that the welfare of the public schools is paramount to the interest of any political organization, and will always be found on the side of the schools whoever may oppose.

This opens the way to say that township trustees are soon to be elected, and teachers can do much toward securing the election of good school men.

Members of the Legislature are soon to be nominated and elected. Teachers can not always control the nominations, but if they are wise they can either gain an assurance that the nominees will not interfere with the main features of the school system or else secure their defeat. In a very large number of the counties, if not in a majority of them, the combined vote and influence of the teachers can determine the results of the election. They hold the balance of power if they will but use it.

It does not matter very much, so far as the schools are concerned, who the President is, or who the State and county officers are, but it matters a great deal who the trustees are, and especially who the State Representatives and Senators are. The trustees levy the local taxes, build the houses and manage the schools, and the legislators determine the amount of the State tax and make the laws. They can strengthen our present excellent school system or they can ruin it by a single act of unwise legislation. A year ago a majority of the members of the House of Representatives voted to abolish county superintendency. Had the Senate concurred an irreparable damage would have been done. Let superintendents and teachers see to it that the men who constitute the next Legislature shall be *pledged* to the school interests, including high schools and county superintendency. The time to do this work is *before* the election. The teachers have the reputation of being the most independent class of voters in the country—i. e., they place principles above party and above men.

As a matter of course, other things being equal or about equal, a teacher will vote with his party. Vote in the interest of the schools and your party too, if possible, but vote in the interest of the schools.

A COMMON SCHOOL DIPLOMA.

Much has been said recently as to the propriety of granting diplomas to persons who have completed the common school course. The subject has been discussed in at least one county superintendents' district convention, and a committee was appointed, at a called meeting of the superintendents attending the State Association, to report on the subject at the regular annual spring meeting of the county superintendents. One superintendent, J. C. Macpherson, of Wayne county, has tried the experiment. Others may have done the same thing. It works well. Mr. Macpherson made out the questions and himself examined such pupils as had completed the course of study laid down for the common schools. To all whose examination was satisfactory he gave a "certificate" stating the facts.

We can see no objections to such a course and many arguments in its favor. It will certainly be a strong stimulus to pupils to do honest and faithful work. It will create a healthy emulation as to how many can achieve the distinction. It will tend to keep in school many who would drop out—the goal being one within the reach of the masses. If the completion of the course of "graduation" is made the occasion for some appropriate public exercises, as it well may be, it will become a means of interesting the people in the schools and popularizing all educational interests. We hope to see the discussion carried forward until it shall be put into practice in every county in the State.

SCHOOL EXHIBITIONS AT COUNTY FAIRS.—We are glad to learn the county superintendents and teachers in many counties are taking hold of the matter in earnest, and are determined to make "The Educational Department" in their next County Fair a success. This work will *pay*. It will pay in the increased stimulus to both pupils and teachers in the preparation of the work. Unlike the preparation for most school exhibitions, it does not distract the minds of the children from their regular school duties. It simply arouses all the latent energy and ability and creates a laudable ambition to excel in what is useful work.

The comparison of work at the Fair will again repay all trouble and expense. I know of no better way by which to raise the standard of school work. If pupils and teachers, who think they are doing well and are content to see their work done by others far surpassing their own, their ideal standard thereby raised, and they will return to their labors determined to be equal to the best. By all means make the exhibition.

THE STATE SUPERINTENDENCY.—The Journal hopes, for the good of the schools, that the best available man will be nominated for State Superintendent on each ticket, so that the school interests shall not suffer whichever party may be successful. No other State officer has so much to do with the vital interests of the people, and no other one needs to be selected with so much

care as to fitness. No other officer, except the Governor, does so much toward giving the State a name and a standing away from home. Most of the other State officers can have their work done by deputies and clerks; not so with the Superintendent in the discharge of his principal duties. Teachers can exercise an influence in this matter, and should do so with earnestness.

HEALTH—HEALTH—HEALTH.—The health of hundreds of children has been sacrificed this winter, in school rooms, on account of the inadvertency of teachers. Next to a child's moral character his health is of most importance. No amount of arithmetic, grammar, or geography, will repay a child who has ruined his health in the study of them. The body is the instrument with which and through which God has given us to work, and we are *morally* bound to keep it in working order. Teachers should feel that they are as responsible for the health of pupils, as for their moral and mental growth. Every teacher should make a special study of the *the conditions of health in the school room.*

A recent law in New York allows women to vote for school trustee and to hold the office when themselves elected. This is as it should be; women do most of the teaching in all the northern States except Indiana, and, as our schools improve, the number of female teachers increases; women as a rule visit schools most and give most attention to the instruction of the children. Then why not allow them to act upon school boards and indicate their preferences in an effective way in regard to the management of schools. The Journal favors such a law in Indiana, and would go further and open the office of county superintendent to them.

GRADED TOWNSHIP SCHOOLS, we are glad to note, are increasing in many counties of the State. This is as it should be. Every such school forms an intellectual centre, and its beneficial influence upon the community that patronizes it can not be estimated in dollars and cents. Such schools pay in many ways, and carry a higher culture than the common schools afford to thousands of persons who would otherwise never attain it.

PAY UP!—The school year is now well advanced, and those teachers who have not yet settled for their JOURNAL will please do so at once, or write a note explaining cause of delay. Our rule is cash in advance, and out of about 4,000 subscribers less than 300 are behind with their subscriptions. We have been glad to accommodate those who could not pay in advance, and now hope that all to whom this applies will respond at once and not wait for a personal notification.

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR JANUARY, 1880.

WRITING.—1. Draw a schedule of ruled lines as they are drawn in copy-books and write thereon one small letter requiring in height only one of the spaces, another filling two, another three, another four, and another five. 20

2. Describe the construction of the letter *t* by stating how many and what kinds of lines make it up. Same of *l*. 10

3. Write the first 10 capital letters. 10

4. What part of the arm should rest on the desk? What part of the hand should touch the desk? 2 pts., 5 each.

Let the penmanship of the candidate as shown in the answers to the above questions be marked from 1 to 50, according to the judgment of the superintendent.

ORTHOGRAPHY.—1. Give five subdivisions of the letters of the alphabet and a definition of each division. 5 pts., 2 each.

2. (a) What sounds has the letter *o*? (b) Give words illustrating its different sounds. a=5; b=5.

3. Syllabicate and mark the accent of *specimen* and *parallelogram*. 2 pts., 5 each.

4. What rule of orthography is illustrated in spelling the past tense of the verb *prefer*? 10

5. Write the words *programme* and *national*, phonically indicating the sound of each letter by the proper mark. 2 pts., 5 each.

6. Spell ten words pronounced by the superintendent. 5 for each.

READING.

"To him who in the love of nature holds
Communion with her visible forms she speaks
A various language: for his gayer hours
She has a voice of gladness and a smile
And eloquence of beauty: and she glides
Into his darker musings with a mild
And healing sympathy, that steals away
Their sharpness ere he is aware."

From "Thanatopsis."

1. Who was the author of this poem? Name one other poem he has written. 2 pts., 5 each.

2. Express in other words the principal thoughts of the above quotation. 10

3. What single word or phrase in the first two and a half lines should receive the principal emphasis? Why? 2 pts., 5 each.

4. Define emphasis. How does it differ from accent? 2 pts., 5 each.
5. Indicate the sounds in the following words, using diacritical marks when necessary: Visible; beauty; ere; nature; has. 10

Let the candidate read a selection, upon which he shall be marked from 1 to 50, according to the judgment of the Superintendent.

ARITHMETIC.—1. Reduce 172 lb. troy to pounds avoirdupois.

Proc. 6; ans. 4.

2. What will $\frac{3}{4}$ of a ton of coal cost at \$3.75 per ton? By analysis.

Anal. 5; ans. 5.

3. Define decimal scale, decimal unit, and a decimal fraction.

3 pts., 4 off for each omitted.

4. A perpendicular rod $5\frac{1}{2}$ ft. long casts a shadow $8\frac{1}{4}$ ft. in length; what is the height of a steeple which at the same time casts a shadow 182.23 ft. in length? By proportion.

Stat. 3; proc. 3; ans. 4.

5. A man sold a horse for \$275 and gained 25 per cent. What did the horse cost? How much did he make? What per cent. was the selling price of the cost price?

Proc. 4; each ans. 2.

6. A note for \$845 was given Aug. 4, 1874, the rate being 8 per cent. per annum. It was endorsed as follows: June 10, 1875, \$56; December 19, 1876, \$139.55; what was due September 4, 1877?

Proc. 6; ans. 4.

7. Define premium and brokerage.

2 pts., 5 each.

8. A rectangular farm sold for \$5,040, the price being \$80 per acre. The farm was 140 rods long; how wide was it?

Proc. 5; ans. 5.

9. What will it cost to plaster the walls and ceiling of a room which is 30 ft. long, 18 ft. wide, and 15 ft. high, at 10 cents per square yard?

Proc. 5; ans. 5.

10. What is the largest square stick of timber that can be made from a log which is 4 ft. in diameter?

Proc. 5; ans. 5.

GRAMMAR.—Write the plurals of radius, Timothy, brother-in-law, cargo, and chimney.

2 off for each error.

2. Compare bad, little, many, beautiful, square.

2 off for each error.

5. What tenses, of what moods can be formed without auxiliaries?

10

4. What are the principal parts of the verbs *make*, *lay*, *set*, *ride*, *write*.

1 off for each error.

5. Write a sentence containing two singular subjects taken separately.

10

6. We think in words; and when we lack fit words, we lack fit thoughts.

Parse *words* and *words*.

2 pts., 5 each.

7. Analyze the above.

10

8. Give five words commonly used as interjections.

2 off for each error.

9. Give two rules for the use of capital letters.

2 pts., 5 each.

10. Correct—*I expected to have found him at home*, and give a reason for the correction.

2 pts., 5 each.

GEOGRAPHY.—1. Define circle and meridian as used in geography.

2 pts., 5 each.

2. Of what does the surface of the earth consist? What is the proportion of earth?

2 pts., 5 each.

3. What similarity exists between the southern extremities of the two hemispheres? 10
4. Name four particulars in which mountains are of importance. 4 pts.; 3 off for each error.
5. What is the most important ocean current known? In what does its importance consist? 2 pts., 4, 6
6. Name five leading exports and five leading imports of the United States. 10 pts., 1 each
7. Which eastern State has no seaboard? Upon what body of water does it border? 2 pts., 5 each
8. What countries constitute the Scandinavian Peninsula? 2 pts., 5 each
9. Going directly south from Glasgow, name, in order, the countries through which you would pass in reaching the Mediterranean Sea. 5 pts., 2 each
10. Name the capitals of the following countries: Austria, Belgium, Portugal, German Empire, Italy. 5 pts., 2 each

HISTORY.—I. Name the two principal discoveries by Columbus.

2. Why were the aborigines of America called Indians? 2 pts., 5 each
3. Narrate the early settlement of Massachusetts.
4. (a) Who was Gen. Thos. Gage, and (b) What part did he take in the American Revolution? a=4; b=
5. Tell the story of the Battle of Lexington.
6. What was the purpose of the Articles of Confederation, 1777?
7. (a) What nation first recognized the independence the United States? (b) In what year? a=6; b=
8. (a) From whom, and (b) in what way was Louisiana acquired by the United States? a=3; b=
9. (a) What territory constituted Louisiana at the time of its acquisition?
10. How was slavery first introduced into this country?

PHYSIOLOGY.—I. How are the bones of the head divided, and how many bones in each division? 2 pts., 5 each

2. Describe a ball-and-socket joint, and locate two. 2 pts., 5 each
3. What is the distinction between extensor and flexor muscles?
4. Name and locate the four classes of teeth. 2 pts., 5 each
5. What is the use of saliva? Of gastric juice? 2 pts., 5 each
6. What is the object of the pulmonic circulation of the blood?
7. What is the distinction between sensory and motor nerves?
8. What is the office of the pores of the skin?
9. Why is pure air essential to health?
10. What is the tympanum of the ear, and what its use? 2 pts., 5 each

THEORY AND PRACTICE.—I. What is the difference between a lesson and a recitation?

2. Give the three principal objects of a recitation.
3. Why should the blackboard be used in teaching writing?
4. What are the advantages of the pronouncing of the syllables in spelling?
5. What is the chief object of school government?

ANSWERS TO STATE BOARD QUESTIONS PUBLISHED FEBRUARY—BY THE MEMBERS OF STATE BOARD.

ARITHMETIC.—1. (a) 84,641,291 should be read, "Eighty-four million, six hundred forty-one thousand, two hundred one. *Hundred, thousand, million*, etc., should retain the singular form when preceded by a numeral adjective. See "*hundred*" in Webster's Dictionary; also Worcester's Dictionary. (b) The L. C. M. of two or more numbers is the least number that contains all the prime factors found in each of the given numbers. (c) The G. C. D. of two or more numbers is the least number that contains all the prime factors which are common to the given numbers.

2. Since $\frac{1}{16}$ of $\frac{3}{4}$ of a certain distance is 84 mi.
 : $\frac{3}{4}$ of a certain distance is 84 mi.
 : $\frac{1}{16}$ of a certain distance is $\frac{1}{3}$ of 84 mi. = $\frac{1}{3}$ mi.
 : 1, or the whole distance is $\frac{1}{3}$ mi. $\times 16 = 1\frac{2}{3}$ mi. = 268 $\frac{2}{3}$ mi.

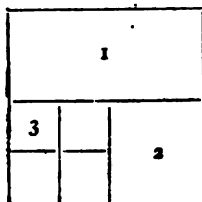
$\therefore \frac{1}{16}$ of $\frac{3}{4}$ of 268 $\frac{2}{3}$ is 84 mi.

3. 4 men 6 da. 80 rods } Statement.
 10 men 5 da. ———— }

Since 4 m. in 6 da. can build 80 rd.

- : 1 m. in 6 da. can build $\frac{1}{6}$ of 80 rd. = 20 rd.
 : 1 m. in 1 da. can build $\frac{1}{6}$ of 20 rd. = $\frac{10}{3}$ rd.
 : 1 m. in 5 da. can build $\frac{10}{3}$ rd. $\times 5 = \frac{50}{3}$ rd.
 : 10 m. in 5 da. can build $\frac{50}{3}$ rd. $\times 10 = 500$ rd. = 116 $\frac{2}{3}$ rd.

4. Section 7.



1. N. $\frac{1}{2}$ of sec. 1.
 2. S. E. $\frac{1}{2}$ of sec. 1.
 3. N. W. $\frac{1}{2}$ of S. W. $\frac{1}{2}$ of sec. 1.

5. 1st Step.

B $\frac{2}{3}$ = B 100 per cent.

{ A $\frac{2}{3}$ = { A $\frac{2}{3}$ = { D $\frac{2}{3}$ =

P $\frac{2}{3}$ = R. 25 per cent.

- 2d Step.

B \$200. B 100 per cent.

{ A $\frac{2}{3}$ = { A $\frac{2}{3}$ = { D $\frac{2}{3}$ =

P $\frac{2}{3}$ = R. 40 per cent.

1. D per cent. = 100 per cent. — 25 per cent. = 75 per cent. - 1. A per cent. = 100 per cent. + 40 per cent. = 140 per cent.
 2. Since 75 per cent. = \$150. - 2. Since 100 per cent. = \$200.
 : 1 per cent. = $\frac{1}{75}$ of \$150 = \$2. - : 1 per ct. = $\frac{1}{140}$ of \$200 = \$2.
 : 100 per ct. = \$2 $\times 100$ = \$200. - : 140 per ct. = \$2 $\times 140$ = \$280.
 \therefore B = \$200 the cost. - A = \$280 the selling price.

6. Bank discount of \$675 for 90 da. @ 8 per cent.

$$\frac{\$8 \times 93 \times 675}{100 \times 360} = \$13.95, \text{ bank discount.}$$

$$\$675 - \$13.95 = \$661.05 \text{ proceeds.}$$

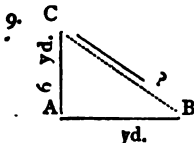
$$7. P \times R \times T = I$$

$$\therefore T = \frac{I}{P \times R}$$

$$\therefore T(\text{in yr.}) = \frac{6 \times 100}{2400 \times 6} = \frac{1}{4} \text{ yr.} = 15 \text{ da. Ans.}$$

8. Reduce 4 quintals to grains.

	Quintals.	Myriagrama.	Kilogram.	Hectogram.	Decagram.	Gram.
4 quintals =	4,	0,	0,	0,	0,	0. = 400,000 grama.



$$(80^2 + 60^2)^{\frac{1}{2}} = (6400 + 3600)^{\frac{1}{2}} = 10000^{\frac{1}{2}} = 100$$

$$\therefore CB = 100 \text{ yd.}$$

10. $(40 \text{ ft.} + 25 \text{ ft.}) \times 2 = 130 \text{ ft.}$, the perimeter of the room.

$$\frac{130 \times 12}{9} = \frac{520}{9} = 173\frac{1}{3} \text{ area of walls in sq. yd.}$$

$$\frac{40 \times 25}{9} = \frac{1000}{9} = 111\frac{1}{3} \text{ area of ceiling in sq. yd.}$$

$$173\frac{1}{3} \text{ sq. yd.} + 111\frac{1}{3} \text{ sq. yd.} = 284\frac{2}{3} \text{ sq. yd. total area.}$$

$$\frac{\$15 \times 2560}{9} = \frac{\$128.00}{3} = \$42.66\frac{2}{3} \text{ Ans.}$$

HISTORY.—1. The "Mound Builders," as they are called for want of a better or more definite name, preceded the Indians in the occupation of the country. They were evidently a numerous, intelligent, and powerful race, many respects superior to the Indians, and partly civilized. Their mounds are found throughout the Mississippi valley, and very numerous in Ohio, and give evidence of considerable skill in engineering and other practical arts. Whence this race came, and whither it went, are matters of conjecture, the whole subject is just now being studied and discussed very vigorously.

2. Greenland was the first North American land discovered by Europeans.

3. Fernando de Soto discovered the Mississippi river in the summer 1541. Dying of a fever, his body was sunk in the middle of the stream, at midnight, to conceal the fact of his death.

4. Samuel de Champlain, a French soldier, naval officer, and discoverer, the founder of Quebec and first Governor of Canada, began his American explorations in 1603, and died in Quebec in 1635. In various expeditions he examined the Atlantic coast as far south as Cape Cod, the Saint Lawrence river, and the lake which bears his name.

5. John Eliot, the "Apostle to the Indians," a Cambridge student, came to Boston in 1631, began his self-denying and fruitful work among the Indians in 1646, and continued it with unwearied zeal for forty-four years. He lived among those to whom he preached, translated the Bible into their tongue, and shared with them his property. No one knows where he was buried.

6. The belief in witches,—that is, in the possession of people, especially women, by evil spirits—was not uncommon in Europe at the close of the seventeenth century. These witches, as emissaries of the devil, were the supposed authors of disaster, disease, all kinds of torments, insanity, and death. Thousands of persons, on charges of witchcraft, were put to death in England and Scotland. In 1692 the delusion and its accompanying signs appeared in Salem, Mass. Twenty so-called witches were put to death, and others suffered other penalties.

7. In 1770 an altercation took place in Boston between some British troops and some impetuous citizens, to whom the troops and the purpose of their presence, to enforce odious laws, were alike hateful. In the affray the troops fired on the crowd and killed three persons, wounding several others. This incident increased the general excitement, and helped to hasten the Revolution.

8. Richard Henry Lee, of Virginia, introduced resolutions into the Continental Congress, June 7, 1776, looking to a Declaration of Independence. The first resolution declared that "those colonies are, and of right ought to be, free and independent States." The declaration was written, some weeks later, by Thomas Jefferson.

9. Washington became the seat of government in 1800; John Adams was President.

10. Indiana, when admitted into the Union, in 1816, was the nineteenth State.

GRAMMAR.—1. person. verb. article. noun. pronoun, advrb. verb. noun.
God bless the man who first invented sleep.

2. It is a complex, imperative sentence. *God bless the man* is the principal clause; *who first invented sleep*, the subordinate, connected to *man* by the relative pronoun *who*. *God* is the grammatical subject of the principal clause, *bless* is the grammatical predicate, modified by its object, *man*, which is modified by the article *the*, and by the dependent clause. Of the dependent clause *who* is the grammatical subject, unmodified; *invented* is the grammatical predicate, modified by the adverb *first* and the noun *sleep*.

3. *Who* is a relative pronoun third, singular, masculine, and agrees with its antecedent *man*, nominative and subject of the verb *invented*. It also connects the clause of which it is the subject to its antecedent.

4. <i>Simple.</i>	<i>Compound.</i>
invented	may bless
said	may bless
say	did keep
to make	did try
	might have done.

5. The wall is four feet high; I measured it with a two-foot rule.

6. A participle is a word having the signification of a verb and the construction of an adjective. It is so called because it *participates* in the characteristics of two parts of speech.

7. *Tell*, two objects; *John* and *to bring me his book*. *John* is a proper noun, third, singular, masculine, objective, and governed by the verb *tell* as indirect object. *To bring me his book* is a phrase used as a noun (substantive) third, singular, neuter, objective, and governed by the verb *tell* as direct object.

8. At the North pole and at the South pole the latitude is 90°.

9. 90 is a numeral adjective, and modifies ° (degrees). ° (degrees) is a noun, third, plural, neuter, objective, without a governing word.

10. Man, woman; brewer, laundress.

ORTHOGRAPHY.—1. Accent and emphasis differ in that accent is used to give prominence to a part of a word, while emphasis is used to give prominence to words or phrases in a sentence. They are alike in that each is used to distinguish a part from other parts.

2. This question as published in the School Journal of last month has a typographical error. It should have asked for the number of sounds *u* may represent, not *v*. *U* may represent five different sounds, viz.: (a) *u* long, which is a compound sound formed of *oo* and a slight sound of *y* or *i* before it, as in *unit*, *unite*, *mute*. (b) *u* short, as in *sun*. (c) long *oo*, as in *rumor*, *rule*. (d) short *oo*, as in *full*, *put*. (e) *u* neutral, as in *furl*, *hurt*.

3. (a) Mercies; colloquies; attorneys; keys; flies. (b) When a word ends in *y* preceded by a vowel, the plural is formed by adding *s*. When it ends in *y* preceded by a consonant, the plural is formed by changing *y* to *i* and adding *es*. In the word *colloquy* the *u* is a consonant, having the sound of *w*.

4. (a) *Messrs.* means *Gentlemen*, or *Sirs*. It is an abbreviation of *Messieurs*, the French form of the plural of the title corresponding to the English *Messrs.* or *Sir*. (b) *pp.* is an abbreviation used for the word *pages*. (c) *Ps.* is an abbreviation for *Psalm* or *Psalms*. (d) *Pxt.* is an abbreviation for *Painted*, which means, "He painted it." (e) *Obt.* is an abb. for *obedient*.

5. Consonants may be divided into two classes on the basis of the degree of occlusion of the breath in sounding them. When the passage of the breath is entirely stopped, as in sounding *b*, *p*, *t*, and the like, the letter is called a mute or a perfect consonant; when the position of the organs is such as not to occlude the breath entirely, the letter is called an imperfect consonant, or *semi-vowel*.

Consonants are also divided into classes determined by the organ of speech most actively employed in sounding them, as *labials*, *palatals*, *dentals*, and the like.

GEOGRAPHY.—1. The equatorial. Because the earth is flattened at the poles, and enlarged at the equator by rotation on its axis.

2. Two, daily or diurnal, and annual. The shape of the earth is changing from a sphere to a spheroid by the daily rotation on its axis flattening it at the poles, and enlarging it at the equator.

3. While both are entirely surrounded by water, the continent is much larger than the island, and contains within itself the various natural divisions of land, which the island does not. Peninsula, cape, and isthmus.

4. Savage, barbarian, half-civilized, civilized, and enlightened.

5. The lakes of the great plains of Asia are very largely salt lakes, whereas those of N. America and Africa are fresh water lakes. The drainage of Asia is, to a great extent, from the highlands to the central plains; the bodies of water so collected have no outlet. The drainage of the other two countries is to the ocean, directly or indirectly.

6. Maine, N. Hampshire, Massachusetts, Rhode Island, and Connecticut on the Atlantic, and Michigan on the great lakes. The general ruggedness and barrenness of soil of the New England States, and the proximity of the ocean determines the occupations of the inhabitants of these States, while the large quantities of fish, valuable for food, in the great lakes make fishing profitable to the inhabitants of Michigan.

7. Lakes Superior, Michigan, and Huron.

8. Isthmus of Suez; Strait of Gibraltar.

9. The mountain range on the west side of S. America is so close to the ocean, that its western slope is drained directly into the ocean, without any conjunction of the streams into larger ones.

COUNTRY.	CAPITAL.	METROPOLIS.	MOUNTAINS.	LAKE.	RIVER.
Switzerland.	Berne.	Geneva.	Alps.	Four Cantons.	Rhine.
Brazil.	Rio Janeiro	Rio Janeiro.	Serra de Espinacao.	Patos.	Amazon.

READING.—1. (a) Walter Scott; (b) He lived from 1771 to 1832; (c) He wrote "Waverly Novels," "Lay of the Last Minstrel," "Lady of the Lake," and "Life of Napoleon."

2. Early in the day Marmion ordered out his troops to ride with him to Surrey's Camp. The Scotch King had ordered that he be permitted to pass unmolested, and the Earl Douglas sent with him a guide.

3. *Array*, to draw up in order of march; *safe conduct*, an order to be permitted to pass unmolested; *seal*, it means here the impression made by the King's seal or stamp upon the paper or parchment upon which the *safe conduct* was written; *hand*, the King's signature; *gave a guide*, sent a person to show them the way to Surry's Camp.

4. B-e-n-e-th; a-d-u; s-u-v-u-r-i-n-z; g-r-a-s-p; k-a-s-l.

5. (1) There is a regular number of poetical feet in each line. (2) It is written in rhyme.

PHYSIOLOGY.—1. In youth the animal portion is largely in excess; in mature life the proportion of mineral matter increases, making the bone more brittle. The sponginess of the ends of the long bones makes them lighter, and also renders them more elastic, breaking the effect of jars and falls.

2. The use of ligaments is to connect the bones forming the movable joints. They also serve, in cases of certain fractures, to retain the bones fractured in partial position.

3. Two—the cardiac and the pyloric. The fibres of the lower orifice are so arranged as to form a kind of sphincter muscles, which retains the food in the stomach until it is fitted for digestion in the intestines.

4. The mucous membrane of the stomach. Fluids should be drunk but sparingly during meals. In too large quantities they dilute the gastric juice and prevent the digestion of the albumenoids.

5. Thorough mastication serves to mix the saliva intimately with the food, and also promotes its more copious secretion, thus obviating the necessity for much drink. Secondly, it disintegrates the tissues of the food and exposes them in larger surfaces to the action of the gastric juice.

6. The special function of the lacteals is to absorb the chyle from the intestines and carry it into the circulation.

7. The blood carried by the Aorta is red or arterial blood, sometimes called pure blood; that carried by the Pulmonary Artery is dark or venous blood, sometimes called impure blood.

8. One office is the inhalation of oxygen gas into the lungs, purifying the blood and rendering it fit for the nourishment of the system; the other is the exhalation of carbonic acid and watery vapor arising from the decay of the animal tissues, and no longer fitted to remain in the body. An impure air has not the oxygen necessary for the body, and is already so charged with carbonic acid and other impurities as to be unable to receive more from the lungs.

9. The cuticle and cutis. The function of the former is to protect the sensitive tissue beneath; that of the latter is to be the origin and support of the cuticle, protect still further the tissues below, and furnish a proper surface for the nerves of touch.

10. Proper bathing conduces to health by washing away the accretions of diet and worn out scales of the cuticle, and opening up the pores of the skin and also reducing the temperature of the body.

THEORY AND PRACTICE.—1. The numerous duties, connected with the opening of a school, demand all of the teacher's time and thought, and, hence, he should bring to the task well matured plans of school work. These will guide him in his duties, relieve him of unnecessary embarrassment, give him greater confidence, and, in other ways, promote his success. There can be no true success when such plans have not been matured.

2. The advantages of written examinations for large classes include thoroughness, fairness, economy of time, and an exhibit of the comparative advancement of pupils. (1) The few questions required for a written test can be made more searching than the longer series used in an oral examination. (2) All the members of the class have the same questions, and each has time and composure to consider both questions and answers. (3) Twenty pupils can each write the answers to twenty questions, writing simultaneously, much sooner than they can in succession answer twenty questions each orally. (4) The results of a written examination present the relative standing of pupils much more fairly than the results of an oral examination, as usually conducted. There is, however, a place for oral examinations in school instruction.

3. The nature of the child's mind requires primary instruction to begin with sense-knowledge, and, through concrete knowledge, to reach the abstract. The first steps in this primary process are necessarily oral. Oral instruction can alone prepare the child for the intelligent study of a text-book, or for abstract reasoning. The pupils in the higher classes can understand written, as well as spoken language, and they are prepared to acquire knowledge from books, and also to study nature, under the teacher's guidance, and to express the results of such study in language. (A full answer to this question would require much space).

4. A teacher should never apply degrading epithets to a pupil because (1) it degrades and injures the teacher, lessening his self respect, and forfeiting the respect of others; and because (2) it degrades and injures the pupil, lessening his self-respect, alienating his feelings, blunting his moral sense, and lowering his efforts and conduct. Such epithets increase, rather than diminish, misconduct.

5. (1) The first aim in conducting a reading exercise in the second reader should be to teach the *words* in the lesson thoroughly—their meaning, orthography, pronunciation, and use. The meaning of new words may be taught objectively, illustratively, or by use, or by two or all of these methods. The word drill should include orthographic spelling, and often phonic spelling, with vocal drills in enunciation. (2) The second aim of the reading exercise should be to lead the pupil to comprehend and appreciate the *thought* and the *emotion* in each sentence, and to give the same proper vocal expression. The pupil should be taught to *read the thought and the emotion*, but the latter does not require as full expression as the thought.

NATIONAL SUPERINTENDENTS' MEETING.

The Department of Superintendence of the National Educational Association held its usual winter meeting in the City of Washington, D. C., on the 19th and 20th of February. About thirty-five or forty of the leading State and city superintendents of schools were present. Those in attendance from Indiana were State Supt. J. H. Smart, Supt. H. S. Tarbell, of Indianapolis; Supt. J. S. Irwin, of Fort Wayne, and Supt. H. S. McRae, of Muncie.

Besides the papers and discussions two important matters were considered carefully in committees: the first the project of having the public lands of the United States devoted to the support of the public schools of the several States—the distribution of the proceeds of these lands to be made for ten years on the basis of illiteracy and afterwards upon the school census; and the several States receiving this aid to maintain free schools for a certain portion of each year, and to make annual reports of their schools to the U. S. Commissioner of Education.

There seems to be ground to hope that the bill now before Congress, embodying the above provisions, may become a law. It was determined to work for this end.

The second matter of importance considered in committee was a scheme for the organization of a National Council of Education, to be composed of a limited number of the foremost educators of the United States, who shall hold annual or biennial sessions of at least two weeks' duration for a discussion of educational questions more careful and profound than any of the present organizations secure.

A committee of ten was appointed, which has this matter in charge. Superintendents Smart and Tarbell are members of this committee. The committee held two meetings, and are to meet again at Saratoga, N. Y., early in July, to complete the plan, if found practicable, and report to the directors of the National Association at its meeting in Chatauqua.

We have not room for a report of the proceedings, but give the following as specimens of the good things said:

The venerable and wise Barnas Sears, LL. D., agent for the Peabody Fund, said: "The great political dangers in the United States, and indeed in any country of the civilized world, arise from the antagonisms or undue ascendancy of one or the other of the two extremes of society, the aristocracy on the one hand and the ignorant masses on the other. The controlling ascendancy of an aristocracy means oppression, want, and deprivation of rights to the common citizen; the rule of the lower masses would be the rule of the *commune*, the destruction of capital and the rending of society. To prevent either catastrophe we need a controlling middle class, too intelligent to become the prey of an aristocracy; near enough to the masses to sympathize with them and to control them. To constitute and give directive power to this middle class, a better than elementary education is required, and the High School has become the grand political necessity of the times."

From an able paper on "Technical Education," by Hon. John D. Philbrick, of Boston, we take the following extract on

DRAWING IN THE SCHOOL.

"But perhaps the greatest thing that can be done in the common school to promote technical education is properly to ground all pupils of both sexes in drawing, both geometrical and free-hand. There is no other branch of instruction that belongs so entirely both to general and technical education. It affords the training of the eye and hand universally requisite and especially necessary to the skilled workman. It is the foundation of all industrial art. And yet so great is the prevailing ignorance on this subject, even among the more intelligent classes of the community, that drawing in the public schools is very generally regarded as a superfluity, and is stigmatized as a mere accomplishment, an ornamental branch, a fancy study, an absurd contrivance for converting all children into bad artists. The most practical study of all is denounced as a hindrance and a stumbling-block to practical education. This popular sentiment against drawing shows how far we are from being prepared to take the first effective step towards providing a well organized system of national technical education. That first necessary step is to make the teaching of drawing obligatory in all common schools, and to provide for its effi-

cient teaching by the establishment of sufficient numbers of normal art schools for the training of competent teachers and directors of drawing, not only in its elementary but in its higher grades."

State Supt. Smart read a paper on "The Best School System" that attracted a good deal of attention. He had collected a vast amount of information in regard to the school systems of the various States, and had arranged and classified and compared his facts in such a way as to enable him to draw conclusions that are valuable. Nothing of the kind has ever before been attempted. So valuable was the paper considered that it was ordered printed by the Bureau of Education for general circulation.

ELIGIBILITY OF TOWNSHIP TRUSTEES.

The Attorney General has recently decided as follows: "The question asked is, whether a person elected township trustee in 1876, and again in 1878, is eligible to hold the office for the term beginning in 1880. The statute is as follows: 'That any person who has held the office of trustee of any township in this State for two terms consecutively, at the date of the next general election in October 1878, shall not be eligible to said office for the next ensuing term, and that hereafter no person shall be eligible to the office of township trustee more than four years in any period of six years.' The Supreme Court, in the case of *Jeffries vs. Rowe*, 63 Ind. 592, decided that a township trustee who has held the office for two consecutive terms immediately preceding the first Monday of April, 1878, was not eligible to re-election on that day, though his last term had not continued for the two years for which he had been elected." It is now insisted that by the latter clause of the section above quoted, parties who were elected in 1876, and being disqualified, were re-elected in 1878, are entitled to hold the office of township trustee for four years from the time the act went into effect. The law is not very plain in its terms, but I think the intention of the legislature can be best carried out by holding that the disqualification of four years applies as well to the time which had run before as after the taking effect of the law, and that, therefore, parties elected in 1876 and again in 1878 are not eligible to re-election for the next term.

T. W. WOOLLEN, *Att'y General*.

MUNIFICENT AND MAGNIFICENT.—Dr. Joseph W. Taylor, of Burlington, N. J., a member of the regular Society of Friends, died in January. Previous to his death he had purchased a site near Philadelphia, for a Female College, and had begun the erection of buildings. His estate is worth over \$900,000, and for the completion of the buildings and endowing the college he has left, by will, more than \$800,000.

SOUTHERN INDIANA TEACHERS' ASSOCIATION.

FOURTH ANNUAL MEETING.

To be held at Bloomington, March 17th, 18th and 19th, 1880.

PROGRAMME.

Wednesday Evening, March 17, 7:30.—Address of Welcome, Hon. C. F. Dodds, Mayor of Bloomington. Inaugural Address, Supt. J. W. Caldwell, Seymour, Indiana.

Thursday Morning, 9:30.—1. The Duty of Parents to the Commonwealth, physically, mentally and morally considered, W. R. Halstead, A. M., Prest. of De Pauw Female College, New Albany, Ind. Discussion opened by Lemuel Moss, LL. D., Prest. Indiana University, Bloomington. 2. Visual Teaching, William R. Houghton, Prof. of Belles Lettres and History, University, Bloomington. 3. Non-Professional Reading, Miss Mary Barton, Washington, Ind.

Afternoon.—1. Lesson with Children—Reading, Ellen J. Strader, Bloomington. 2. Mathematical Teaching, Supt. J. P. Funk, Corydon, Ind. 3. How may the High School be strengthened and built up in popular favor? R. A. Townsend, Principal High School, Vincennes, Ind. Discussion—Supt. J. A. Wood, Salem; Supt. G. W. Lee, Greencastle.

Evening.—Illustrated Lecture in Physics, Prof. T. A. Wylie, LL. D., State University, Bloomington.

Friday Morning, 9:30.—Special Session in the interest of District Schools. 1. How may the pupils of our District Schools be interested in standard and current Literature? Miss Libbie Shindler, Livonia, Ind. Discussion opened by J. M. Wallace, County Supt., Columbus, Ind. 2. A General Discussion—The Educational Outlook; or, the demand for more practical work. Supt. D. E. Hunter, Washington; Supt. G. W. Lee, Greencastle; Supt. A. H. Hastings, Mitchell.

Afternoon.—1. Reports of Committees. 2. Should the School year of our District School be divided into two distinct sessions? Why? Why not? County Supt. D. M. Geeting, Washington, Ind. Discussion—County Supt. L. A. Stockwell, Greencastle, and County Supt. A. C. Goodwin, Charlestown, followed by others. 3. Science—the Experimenter in the School Room. Supt. J. P. Patterson, Washington, Ohio. General discussion of Science. Question opened by Supt. J. M. Bloss, Evansville.

Evening.—Social Re-Union, with miscellaneous exercises.

Every one is earnestly requested to take part in the discussions. Those who are appointed to lead are requested not to prepare manuscript discussions.

RAILROADS.—The L., N. A. & C. will sell round trip tickets at half-fare. Call for Association tickets. The O. & M., J. M. & I., and I. & V., will sell reduced tickets on presentation of "orders for excursion tickets," or certificate of membership. Enclose stamp to J. C. Chilton, 183 Jefferson avenue, Detroit, Mich., for proper credentials and certificates. Do this early. All teachers can reach home the same day by leaving Bloomington Saturday morning.

HOTELS.—Orchard House and National House, \$1.00 per day. Boarding houses, 75c. per day.

Teachers should write Prof. Woodburn, Bloomington, giving number of teachers coming. It will assist the committee in their work.

The teachers of every part of the State are cordially invited.

Teachers of Southern Indiana should take special interest in this meeting.

SUGGESTIONS FOR SPELLING CLASSES, BY D. E. HUNTER.—1. Assign a lesson, consisting of from 15 to 30 words. 2. Require these words to be written in a definite number of columns on the slate, so that all the slates will show the lesson in the same form. 3. Bring the slates to the class and recite the lesson one or more times from the slate; afterwards lay aside the slates and spell orally the words dictated by the teacher. 4. The next day select ten of these words for your written spelling.

WINCHESTER.—Good reports reach us from the Winchester schools, which are under the supervision of E. H. Butler. The high school organized a "Library and Lecture Association" last fall, and so successful has it been financially that they have been able to secure about *one hundred and fifty* choice books. This is certainly an excellent beginning.

D. E. HUNTER, Supt. of the Washington schools, took the senior class of his high school to Bloomington to hear Prof. Proctor's lecture on Astronomy, given at the State University. They all (11 of them) boarded at Mr. Hunter's house and recited their lessons daily while at Bloomington, visited the different departments of the University, were out ten days at a net cost of \$6.85 each, had an excellent time and feel well paid.

ELKHART COUNTY.—This is one of the best organized counties in the State. Teachers are required to report to trustees and the trustees report to the county superintendent monthly, the following items: Enumeration, pupils in school during month, average belonging, daily attendance, per cent. of attendance, days of absence, neither tardy nor absent, cases of tardiness, time lost by tardiness. Supt. Moury publishes these reports in his educational column.

THE STATE NORMAL.—The present term of the State Normal is more largely attended than the corresponding term of any preceding year, and the outlook for the spring term is reported flattering. The "single term course" to go into effect this spring will doubtless attract many who can attend school only for a short time. This "short course" will commend itself to the judgment of all persons who comprehend the needs of teachers, and we have no doubt that a fair trial of it will vindicate the wisdom of the board in establishing such a course.

COLUMBUS.—The public schools of this city have 14 departments under charge of A. H. Graham, who has commenced on his second decade as superintendent. Large additions have been made to the chemical and philosophical apparatus during the present year. The average enrollment is 812; average number belonging 761; average attendance 696, and per cent. of attendance 90½. Every department is full.

Hancock Co. Teacher's Association will hold its last meeting of the year at Greenfield, May 22d.

The Scottsburg Graded School will open a spring term March 22, with Jas. F. Ervin as principal.

Supt. W. E. Bailey, of Marshall county, is trying to arrange for a general rally of his teachers April 15th.

The Randolph county teachers will hold an Association at Winchester March 6th. A good programme is presented.

The Southern Indiana Normal School at Paoli will begin its spring term March 22d, Miss Asenath Cox principal, and E. F. Sutherland associate.

NEW CASTLE.—The New Castle schools, under the supervision of Wm. A. Moore, are prospering finely. Only seven tardies reported for the entire past month.

THE BANNER COUNTY.—Every teacher in Union county reads regularly the Indiana School Journal. As a matter of course the schools of this county are among the best in the State.

Last month, in noticing "Mott's Modern Mode," we referred our readers to Mr. Mott for information, and should have referred them to D. McA. Williams, of Fowler, Ind., agent for this State.

EARLHAM COLLEGE.—A normal department will be opened in Earlham College in April, under the immediate charge of W. W. White, assisted by W. P. Pinkham—two excellent men for the work.

BUTLER UNIVERSITY will open a normal department in connection with other departments, under the special supervision of Jas. A. Young, former superintendent of Fountain county. Prof. Young understands the needs of teachers and will make a good school.

The fourth annual catalogue of the Central Normal at Ladoga and the calendar for 1880-1881 is just received. It is gotten up in good style, and contains all desirable information in regard to the school. It shows what a recent visit to Ladoga confirmed, viz.: that the school is in a flourishing condition. The Central Normal is attended by a good class of students, and the faculty is composed of well qualified, hard working instructors.

PURDUE UNIVERSITY.—The trustees of Purdue University at a late meeting made a first settlement with the executors of John Purdue, who paid to the University \$27,821.94, in full of balance due on the Purdue donation. The institution now has an invested endowment of \$338,000, and a balance of over \$2,000 in the treasury for current expenses.

A New Departure.—As a large number of the students in the regular departments will teach for a time; or if they do not, as it is very desirable that every citizen should know something of the theory of school teaching, hereafter a course of Saturday lectures will be given free to all who desire to attend. Pres. White, Prof. Smith, and perhaps others will give these lectures. The Journal heartily endorses this new feature.

ROCHESTER.—Some months ago the Journal contained the statement that W. J. Williams, the principal of the Rochester schools, had been arrested for whipping a pupil in school. The whipping took place last October, and the main trial occurred February 4th. Able attorneys were employed on each side. The jury brought in a verdict of "not guilty," much to the satisfaction of Mr. Williams and the lovers of good order in the schools. Mr. W. has been superintendent of the schools for seven years, and with an attendance of between 500 and 600 children he has had to resort to corporal punishment only about five times per year. The schools are reported in good condition.

PERSONAL.

E. C. Vaughn has charge at Bluffton.

L. B. Oursler has the school at Somerville this year.

J. H. Hays is principal of Connersville High School.

J. D. Snively is superintendent of the Fowler schools.

W. J. Bowen is principal of Fairview Academy at Groves. It is in a flourishing condition.

H. K. W. Smith, formerly superintendent of Union county, is now principal of the Lewisville schools.

C. W. Bennett, formerly of this State, now superintendent of schools at Piqua, O., received a Christmas present of two very handsome parlor chairs, from his teachers.

Co. Supt. A. C. Goodwin supports a full educational department in the "Clark County Record." The abstract of monthly reports shows the Clark county schools in a healthy condition.

The many friends of Isaac Roos, agent for Van Antwerp, Bragg & Co., will be glad to know that he is gradually recovering from a severe hurt received before the holidays by falling through a railroad bridge.

G. F. Mead, Supt. of the Union City schools, recently died very suddenly. He was formerly from Ohio. He had made a good impression in his new home, and was succeeding finely with his school work.

J. M. Hitt has resigned the principalship of the Kokomo high school to take charge of an Academy in Shelburn Falls, Mass. Mrs. B. G. Cox, who has served so acceptably as principal many years past, has again assumed control, and there is general satisfaction on the part of students and patrons that she has consented to take her old place.

D. Eckley Hunter, superintendent of the Washington schools, has consented to allow his name to be presented to the Republican convention for nomination to the office of State Superintendent. Mr. Hunter is one of the veterans in the educational work, and has an extensive acquaintance among teachers. His life-work is his recommendation.

SUDDEN DEATH.—Miss Emily Ensign, a teacher in the Indianapolis school, died very suddenly February 17th. She had suffered some from neuralgia and pain in the head, but had performed her school duties faithfully and without interruption. On the day and evening preceding her death she was quite free from pain, and retired to her room in an unusually happy spirit. In answer to her call, about 11 o'clock, the lady with whom she was boarding went to her room and found her sitting in a chair. After remarking that she felt very strange she fell from the chair and expired immediately. The physician says that death was caused by cerebral congestion. Miss Ensign's former home was Ashtabula, Ohio, where her relatives now live. She has a sister now teaching in Peru, Ind. She was a faithful, efficient teacher, and highly respected by all who knew her.

T. J. Charlton, Supt. of the Vincennes schools, has been elected superintendent of the Reform School for Boys at Plainfield, to take the place of J. O'Brien, who has tendered his resignation. Mr. Charlton has been at Vincennes nearly seven years, and the patrons will regret much to see him go. He has the confidence and esteem of the people to an extent not enjoyed by many superintendents. The new position is a very responsible one, and cannot easily be filled, but the Journal has faith that Mr. Charlton will fill the place well.

We have heard the following named persons mentioned as probable candidates for nomination for the State Superintendency, at the Democratic State convention to be held in June: A. C. Goodwin, Supt. of Clark Co.; M. Barnett, formerly Supt. of the Elkhart city schools, now editor of the Herald of the Elkhart Co. Democrat; M. B. Blount, formerly Supt. of Tippecanoe Co., now of Irvington; D. D. Luke, Supt. of school at Ligonier; Thos. H. Harris, Supt. of Boone Co.; L. P. Harlan, Supt. of Marion Co. Hon. James Smart, the present incumbent, has not yet decided whether he will be a candidate for renomination or not.

Prof. Warren Darst, of the Ladoga Normal, has accepted a place in Mansfield, Ohio, Normal School for next year, much to the regret of all friends of the Ladoga school, and of all who have had the pleasure of knowing Mr. Darst throughout the State. The Journal expresses the unanimous feeling of Indiana teachers so far as it can learn what it is when it says that we regret very much to lose Mr. Darst from the Indiana work. He is an excellent teacher and an estimable gentleman. We understand that he is spending his leisure time in reading law, and will in a year or two leave the teachers' profession.

Just as we go to press word comes of the death of Miss Mary A. Bruce, who was a teacher in the State Normal School from the time of its opening till last fall, when she resigned on account of ill health. Miss Bruce was a very superior teacher and a lady of irreproachable character. Doubtless close application to her work had much to do in breaking down her health.

J. M. Bloss, Supt. of the Evansville schools, is being urged to make the run for the nomination for State Superintendent before the Republican convention. Bloss stands well as an educator, and would fill the office with ability.

BOOK TABLE.

Teachers' Advance, Vol. 1 No. 1, is the latest in the line of school journals. It is a large 16-p. 3-column, neatly gotten up paper, and contains an unusual amount of good matter. G. E. Little & Co., of Mercer, Pa., are editors and proprietors.

Prof. Walter R. Houghton, of the State University, will soon have ready a "Conspectus of the History of Political Parties and the Federal Government." It will be published by Granger & Davis, of Indianapolis. Such a book, at this time especially, will be valuable.

Brown's School Grammars, published by William Wood & Co., New York, are among the standard books of the country. Their excellence is admitted everywhere. His Grammar of Grammars has no rival in the English language. These books have been revised and re-edited by Henry Kiddle, and are well worthy careful examination. The real merit of the Common School Grammar is known by all teachers who have examined or used it, and their name is legion.

Wall Chart of United States History, Literature, and Geography, by Walter R. Houghton, of the State University. Published by Granger & Davis, Indianapolis.

This Chart is a marvel of condensed information. It contains in a nutshell the result of many years' study and research. We doubt whether ever before so much valuable information was crowded into so small a compass. The Chart is 8x7 feet, and gives a bird's-eye view of the history of the United States, together with a large number of facts in regard to Literature, Education, Geography, and Politics.

If the Chart simply gave its thousands of facts in isolated statements, without system or form, they would be of comparatively little value; but as they are all classified and arranged in a wonderfully logical and unique manner, they become very valuable. The *plan* of the Chart is a wonder of itself, and yet it is easily understood. It will aid very much in giving a clear, comprehensive and connected view of American History and Literature. As "a book of reference" we have not seen its equal as far as the history of the United States is concerned. It will be a valuable help in the study of history, and will doubtless find a place in large numbers of our schools and homes.

System of Shakespeare's Dramas, by Denton J. Snider. St. Louis: G. I. Jones & Co.

This work is in two volumes, of about 460 pp. each—the two volumes are also bound in one.

Within comparatively few years there have been many new treatises added to the already voluminous Shakespearian literature that has been accumulating since Shakespeare's day—early in the 17th century. The ablest literary minds of the world have studied this genius of all ages, and have given the results of their studies to the world in the form of essays and books. Each commentator has treated his subject in his own way, but many of them present the

same general line of thought. Mr. Snider's work is absolutely unique. occupies a field scarcely touched by any other of the great army of critics.

Mr. Snider is a mental philosopher, and views all subjects from a metaphysical standpoint. He "reads between the lines" and discovers principal moral lessons, philosophy, in Shakespeare where others have seen nothing but the surface meaning.

But little space is given to the origin, history, or date of a play, but attention is given almost entirely to developing the *soul* of it—to bringing its hidden meaning and beauties. We agree with W. T. Harris, of St. Louis, that Snider's is the best Shakespearian commentary ever written.

BUSINESS NOTICES.

Prof. Schmitz says that Ladoga is a better home than he had anticipated.

Next term of the Central Indiana Normal College, Ladoga, will begin April 20th.

The Ladoga Normal is more prosperous and has a more scholarly faculty than ever before.

Pres. A. N. Johnson, of New York, will give a series of lessons on vocal music, in the C. I. N. C., Ladoga, beginning in April.

The Spring Term of the Indiana Normal and Business Institute, at Marion, will open in the New Building, April 12th, and continue eleven weeks. T. H. Sharp, principal.

Dr. TOURJEE makes on another page his Grand Excursion Announcement for 1880. All travel and hotels are to be first-class, and more is offered than ever before. See advertisement.

ATTENTION!—Deputy Organizers Wanted! The U. L. A. of O. need organizers for all parts of Indiana. Only intelligent and respectable men need apply.

C. W. OAKES, Gen. Organizer, Indianapolis, Ind.

Prof. E. E. SMITH, Principal of the Academy of Purdue University, will do Institute work during the summer vacation upon reasonable terms. His lectures will embrace work in Physical Geography, Physiology, English Literature, History U. S., Theory and Practice, &c., &c. Evening lectures if desired. Address at Lafayette, Ind.

TEACHERS WANTED—To sell Dr. Naphey's Prevention and Cure, (the best family medical book ever published), and after a few month's experience act as managers for different States. We have just engaged 3 men at \$1,000, 1 at \$1,200, 2 at \$2,000, and 1 at \$3,000. We want a dozen men at these prices, if capable of handling men. Must canvass at first. Give age, experience, and send this to W. J. HOLLAND & Co., Chicago, Ills. 3-

EMPLOYMENT FOR TEACHERS DURING THE SPRING AND SUMMER VACATION.—Having recently made very valuable additions to our list of Standard Library Works and Subscription Books, we offer to Teachers a rare opportunity for lucrative employment during the spring and summer vacation. Those who desire to sell books, globes, outline maps, charts, etc., are requested to correspond at once with the undersigned. We want at least one agent for every county. Address J. M. OLCOTT, 36 East Market st., Indianapolis.

SPECIAL OFFER.

To any one who will send us two new subscribers at \$1.50 each, or four subscribers at \$1.25 each, between this and April 1, 1880, we will send the SCHOOL JOURNAL MAP OF INDIANA.

LATEST ELOCUTIONIST'S ANNUAL (No. 7). 200 pages. Latest Readings, Dialogues, etc.. Published by National School of Elocution and Oratory. Sent, post-paid; paper, 35c; cloth, 75c. J. W. SHOEMAKER & Co., Nos. 1416 and 1418 Chesnut street, Philadelphia, Pa., dealers in Elocutionary Publications. 2-11

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IMPORTANT TO TEACHERS.

NEW PUBLICATIONS—Clark & Maynard, New York.

Anderson's Popular History of the United States. Arranged on a new plan, and embraces selections from the writings of eminent American historians and American writers of note. Sample copy to teachers for 60 cents.

History of Rome, by R. F. Leighton, Ph. D. (Lips.). Fully illustrated. Embracing valuable information concerning recent discoveries, etc. Sample copy to Teachers, 75 cents.

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TEACHING AS A PROFESSION.

EMMA MONT. M^{RS} RAE, PRIN. OF MUNCIE HIGH SCHOOL.

IN a primitive state of society, when needs were few, each one gave his attention to as many kinds of labor as his necessities required. When the luxuries of life were food and raiment, both of the coarsest kind, each individual was able, in a measure, to supply his own wants. As higher needs were felt, division of labor became a necessity. There came into existence "hewers of wood and drawers of water" and medicine men. The world was long in recognizing the necessity of the medical, legal and clerical professions. Very long were people satisfied to call to their aid the man who happened to have a little more knowledge than ordinary, on these subjects. It mattered not how many other trades he had, the more he could perform the more accomplished he was considered. A specialist was thought superfluous. The hardest divorce to be accomplished has been the clerical profession from the business of teaching. As the clergyman possessed an unusual amount of learning it was very natural that he should be expected to be the proper one to dispense secular as well as religious knowledge. Then it was considered right that he should in some way earn his living by giving to the community an equivalent for the bare support grudgingly bestowed upon him.

While it is now universally recognized that every other kind of business requires special training, it is still urged by some

that any one can teach, especially if he happens to have been so unfortunate as to lose a limb, become blind in one eye, or in some way, either by his own or another's violation of law, has become unfit for anything except a teacher. I know of no other business in the world of work which has seemed to be so dependent on a bodily infirmity. An ailment of some sort has been really a necessity to the typical school teacher. Again, ambitious fathers who have desired above all things to make men of their wayward boys, have thought the best training could be derived from experiments as a pedagogue upon the defenseless children of some rural district. When the household has been saddened by the stilling of the strong arm of the father who has reared his daughter in idle luxury, with no thought of the earnest side of life, she in her helplessness views her opportunities for a living, and passing over the many things she should be able to do, concludes there is nothing left but teaching. Teaching needs no special fitness unless it be patience, hence she can teach that because she can do nothing else. The panic comes, paralyzes our merchants; the clerks are dismissed to take shelter in the occupation of all others which should demand the best work from the best men and women of the world. Perchance through the intervention of a special providence in the shape of good drainage, pure air, clean water and wholesome food, a time of general health blesses the land; then the young doctors in the despair confidently apply for the nearest school. Again, people from the goodness of their hearts conclude that it is the best for brother to go to law with brother, recruits are provided for the army of school teachers. Is it any wonder that this teaching, which not only must help people to reach other spheres of action, but must be the receptacle of so many of the failures, should find it difficult to fix its bounds or define its requirements?

That the feeling is somewhat prevalent that teaching does not rank among the learned professions is evidenced by the difficulty of supporting normal schools of high order. So soon as public opinion recognizes the necessity of special training as well as special fitness for teachers, then will the business no longer occupy equivocal ground. Many things have had, and to some extent still have, a tendency to make it difficult for teaching to be strictly professional. Among the most fruitful causes

been the shortness of the school term and insufficient remuneration. The average teacher has been compelled to expend much of the force, which should have been reserved for the highest results in his school work, in making a living because his school work did not bring him a sufficient compensation to give his whole time to it. What clergyman, physician or lawyer would be deemed qualified for his peculiar work, that did not devote his entire time to it? The day has gone by when people will be satisfied to listen to the stupid sermon of a tired pastor. The lawyer who does not devote himself wholly to his business finds himself without a client; the physician who is not faithful to his profession fails. Teachers should be employed for a sufficient time and a sufficient compensation, that they may devote their whole energies to the work of the school.

The failure to recognize the superior value of experience as compared with the parrot-like ability of the new candidate, fresh from the routine and drill of perhaps a good school, is another source of hindrance to the profession. The frequent examinations, to which in some places old teachers are subjected, are unjust. The best work of any inexperienced teacher the first year is dearer at nothing than the work of that teacher the fifth year at a living salary. Make haste slowly should be the watchword of every young teacher if he values his usefulness in after years. Nothing can take the place of experience. It is to the interest of every professional teacher that the beginnings be low drawn in the scale of compensation. It is but an acknowledgment of business principles. In no other way can the teacher hope to attain to that recognition by the public which shall enable him to command the compensation that may furnish him the material for a cultured manhood and provide the solace of a comfortable old age. Nothing does the profession of teaching more harm than the leveling up or down without regard to experience or requirements for the position. What a mistaken idea that far too many teachers possess, that they can better their own condition pecuniarily by striking at those in higher position than their own. If the wheel starts it will complete its revolution sooner or later. No part of the profession can be touched without the whole feeling the effect.

Until teachers are relieved somewhat from the anxiety of re-elections we can not hope for the best results. It is not pos-

sible for a teacher who spends day after day at work, hard enough at the best, without a word of recognition, not knowing many times until after the year has closed whether his work has been acceptable or whether he is to be retained in his position, to do the best work. This kind of treatment drives many spirited teachers from the ranks. Honesty on the part of employers as well as employed should characterize all relations. Words of censure and words of commendation should alike be spoken when merited—anything but that suspicious silence so hard to endure.

The meanest criminal in the land is given a hearing; yet it is not the rule that the teacher is condemned unheard? While we must recognize the ability to secure good will, an important element in the character of a teacher, yet we claim as a matter of course that the teacher should not be tried by a tribunal of pupils without at least the privilege of a protest.

The preparation for the profession of teaching has become a very different process from what it was in those days when the mastery of the three R's was considered adequate information for the school master. In these days when there is hardly a household to whose hearth has not come some of the treasured books of the ages in the shape of some master-piece of the world's literature, or some treasure of noble deed of ancient hero, or at least the enjoyment of many luxuries of modern science, we expect that the teachers have much in the way of general information. What is it the teacher does not need to know? The continual questionings of the active child must be satisfied. In order that the child be guided accurately and thus helped, the teacher must possess accurate knowledge. If the child is put off with any kind of answer, if allowed to feel that any kind of way of doing things will do, the true foundation of method in instruction is lost. Again, in order that a teacher be a man among men and a woman among women he must possess a knowledge of men and things. Persons employed in schools supported by the State should understand religious denominations and what they teach, and different political organizations—what are their principles, so that they may avoid antagonisms which are certain to be aroused by a religious bigot or bitter partisan. Not that we think that the teacher should be a non-committal cypher in the community, but that his knowledge should be of that com-

hensive kind which enables him to see all sides, and therefore be an intelligent active citizen, while he at the same time recognizes the rights of others to that extent that he would consider himself unfaithful to duty if he were to impose his own peculiar views as truths upon the minds of children coming from families whose religious and political ideas should be regarded as sacred.

The teacher should, in addition to the knowledge which fits him for a citizen, possess a knowledge of literature, art, science, and especially of the human organism. We can not hope for the highest development of the race until by all the means possible, the great laws of health and the consequences of their violation, the influence of heredity and the dependence of crime upon physical conditions, be sounded in the ears of children from their infancy up. If the teachers in every school house in the land for the next fifty years would utter the warning words that from disease must come disease, that from weakness must come weakness, that from depravity must come depravity, it might be that the tide of dishonesty, licentiousness, and crime in its most hideous forms might be so turned that it would seem possible for the race to work out its own salvation.

It is frequently urged that no special knowledge or training is needed for the teacher, that one can teach what he knows. It does not follow that because one possesses knowledge that he knows either the best order or the best method of imparting that knowledge. It is necessary that the teacher understand the development of the mind, that he master the science of Pedagogics, so far as it be possible, before he try any experiments in the school room. He should understand the relation of one subject to another so that he may see all around any lesson to be presented. This kind of knowledge founded on method, relation, and psychical laws is special knowledge, professional training.

Yet with all this general and special information the young teacher must not be expected to perform the best work at once, any more than the graduate of a law or medical school is expected to accomplish his tasks so skillfully as the years of experience will enable him to do.

While it is true that upon society at large is greatly dependent the rank of any business, it is also true that upon each teacher as an individual is there resting largely the responsibility of form-

ing the public estimate of his profession. The character for truthfulness, honesty, purity, learning and skill in his work which every teacher should have, will be a very potent influence in forming public opinion concerning teaching as a profession. It is not sufficient that a teacher be a negative character for good; a nice kind of man or woman who will never do any harm. Such people have their place in the filling up process, but the individual of convictions, of positive characteristics, must the real teacher be. It is not sufficient that he entertain and promulgate correct theories of living. It is not enough that he have a good reputation. All the tinsel and outside glitter of good work will prove the most transparent of masks to the ever watchful penetrating eyes of the children who daily fathom, though unconsciously oftentimes, the inmost soul of the pretender. He often does that delusion of "seem to be" prove the rock upon which rare possibilities are wrecked! Dishonest representation in regard to standing of pupils may win favor for a time, may build up a reputation for the teacher, but when the falsity and injustice become apparent, as they certainly must, then will the teacher be seen in his true character of demagogue, and by that much will his profession suffer.

We recognize to-day the great power for good the school has already become, yet in the time to come a broader and deeper work must be done through this agency. The home, the church, the press, the school, all must bend every energy to the accomplishment of a truly higher state of civilization. There are evils which seem to be an outgrowth of our modern life, to which eradication there must come noble teachers inspired with a love for the pure and beautiful in humanity, which shall enable them to be a power by which these gigantic and frightful demons may be crushed. There is no room in the ranks of true teachers for apologists. There is no room for those untrue to themselves, untrue to the noblest instincts of man or woman. We owe it to our profession to protest against the employment of teachers unworthy the name in any department, be it university, high school, primary school or what not. The precious children from the homes of all ranks in life cry out to us as true men and women for protection against these hypocrites wearing the garb of righteous men and contaminating by their very presence the precious souls of helpless children and youth. As much as we p

ability and learning, they dwindle into the merest insignificance before that nobility of character which manifests itself in the daily life of the true and faithful teacher. Are we not all so fortunate as to be able now to recall the influence of one such teacher of our childhood? While we may remember but little of the lessons conned, even the names of associates may have passed from memory, yet we recall that resolution formed to be something—to do something, under the inspiration of that teacher to us a saint ever to be enshrined as our guiding spirit. As these visions pass before us, many of us may be led to say in the words of Lady Jane Gray: "One of the greatest benefits, that ever God gave me, is, that he sent me so sharp and severe parents, and so gentle a school-master, who teacheth me so gently, so pleasantly, with such fair allurements to learning, that I think all the time nothing while I am with him." Such teachers lift our erring feet upward into the realm of forgotten care and perplexity, where we may feel that indeed ours is a beautiful work.

In the time to come, when every teacher shall be the ideal teacher, filled with a love and enthusiasm for the work and a realization of its breadth and grandeur, what shall confine it even to the limits of a profession? Its measure will be the Infinite.

*MORAL TRAINING IN SCHOOLS.

LEMUEL MOSS, LL. D., PRESIDENT OF THE STATE UNIVERSITY.

IT is not necessary for me to say what we all believe, that character is the aim and end of all school training. We recognize this as a truth, almost as a truism; that is, a kind of dead truth, so true that we sometimes fail to think of it, and even forget to act upon it; and yet when we think of it, we say that character is the one comprehensive purpose of all culture. The object of knowledge is action, the object of discipline is action. That for which we cultivate the mind, the heart, and the body of man, is right action, as toward himself, his neighbors, and as toward his God. I ask you to look for a moment at some of the common words by which we designate the subject under discus-

sion. We speak of it as morality; that which has to do with the manners; the outward and the inward act, the intercourse of man with his fellow man, and the whole complex, comprehensive relationship of the man to God. We speak of it sometimes as virtue. This is not manners so much as manliness; that which animates and inspires one within, and manifests itself in the conduct. Sometimes, if I may use a little higher word, we speak of it as righteousness. We are given now the standard to which the conduct must be conformed. It is righteousness or *rightness*, the harmony of the moral powers among themselves and their agreement with some standard. Matthew Arnold proposes as a substitute for a personal God, a stream of tendency towards the right that runs everywhere throughout the universe and which manifests such a powerful current that the trend of force is toward the right. I can not accept his definition of God, but this inward and outward conformity to the principle of right is righteousness. Sometimes we go a little higher, and speak of this thing as godliness. Plato was not afraid to speak of godliness as one great aim of thought, energy, and activity. I do not see why we may not welcome a like conception of the word, and say that godliness is largely the purpose of our training. We sometimes gather the words together and sum them up and speak of it as christianity, and speak of christianity as the one great idea set before us with reference to the conduct and character of our pupils.

Does it seem wrong to think of Christ as the model gentleman? To think of all courtesy, sweetness, manliness, perfectness and grace as applied to him? Does it seem wrong to think of him as our example as a man as well as a Savior? In our hearts, at least, as teachers, there must be hidden this ideal, this model, this to which we would, if we could, see all the thought, the energy and activity of our pupils conform.

It seems plain that when we speak of morality we are not thinking of something separate and apart by itself. We are not thinking of something that can be divorced from the other forms of teaching. Moral training bears the same relation to the sum total of training that grammar does to speech. All true speech is the grammatical use of speech. You do not attempt to teach language and grammar as separate, one is made the manner of the other. And there is an analogy here to true logic. Corre

reasoning is logical; the argument is the form, logic is the life that animates it. So in regard to moral training. It is the mode, the manner, the spirit, the process of all training. I do not know how to go to work to separate these. I do not see how true intellectual training can be anything else than moral training. It is a part of the teacher, and manifests itself in the tones of his voice, in all his bearing toward his pupils, it is the aroma and fragrance of all his intercourse with them.

We, as teachers, must make our moral training the dress and habit of all our intellectual work. I do not believe the highest intellectual discipline is at variance with this; the mind is in the image of God, and the development of the intellect is but the intercourse of the divine mind with the human. What is the universe but a great gathering of object lessons? Agassiz in working at the classification of these, is simply following along the foot prints of the Almighty, and tracing out the thoughts of God that were thought before there were things. So we can not admit that there is anything but perfect harmony between the advancement of the mind in truth, and the growth of the mind in virtue.

In moral training, everything depends upon the teacher. No teacher can train his school in any mechanical way. If teachers are moral men and women, how can they do anything else than train morally the pupils about them. Even their very chastisements, if such there be, are part and parcel of genuine moral culture.

I know we must give attention to direct moral precepts, but they must be given in this spirit if they are to be given effectively. I think you will pardon the seeming contradiction when I say that if they are given in this spirit they will hardly need to be given at all. There are lessons upon temperance, purity, honesty, industry; they will hardly need to be brought in, but naturally, inevitably, gladly will these lessons come, from the first day of the primary school, to the last day of the university course.

We can not too strongly emphasize that we must have as teachers those who are through and through honest, earnest, faithful and reverent. What higher obligation rests upon examiners or any school authority, what higher responsibility rests upon any parent in the State, than to insist that those who im-

press their children's minds with an impression which neither time nor eternity can efface, shall be such as are fit models for all that is pure and lovely and of good report, worthy of honor and praise? So when these lessons come they will come reinforced by example that shall illumine and fix in the mind and heart of childhood these eternal principles of right and truth. I do not need to say to you that these virtues, these excellencies are those that are demanded not only for the purity of childhood, but for the purity of manhood; for the positions of obscurity and the conspicuous places of power.

The question oftentimes comes to you, How shall we manage this matter in the early work of the school-room? My students frequently come to me saying, we intend to be teachers; here is this question of religious training; how shall we deal with it?

The law permits the use of the Scriptures in the school room all that I ask on the part of the teacher in regard to this positive matter is a spirit of genuine humility in his own heart and life, good sense to regulate the relation between himself, his officers and the parents; and the largest liberty in carrying out his own methods consistent with the results to be reached.

I remember going into one of the schools of the State, where there were 700 children gathered in the large chapel. It was a delightful scene and a delightful service. I said to the principal "I am glad to see you have the Bible open here in the morning." "Yes," said he, in a kind manner, "when the Bible goes out I go out too." "You have the most perfect order during the entire service. Do you have any difficulty in maintaining this?" "No; it is a punishment to the little ones to be deprived of this service. Sometimes when a pupil first comes in he is a little restless, but once or twice being deprived of this privilege, his feelings in regard to it are such that it is a privilege of which he is not willing to be deprived." In the majority of cases if we have this purpose and aim in view, the very atmosphere of the school room is full of purity and love and joy; one thing more or less will make no particular difference.

I wish to impress upon you that our moral training is not separate and apart by itself. As it is in us, if in us at all, it is that which beautifies and inspires all our energies in our school life, all the training where it is thorough as can be; and while we recognize all truth as God's truth, all our training from beginning to end will be a moral training.



PRIMARY ARITHMETIC.—III.

ELI F. BROWN.

THE preceding articles were intended to show the introductory work in numbers for the youngest pupils. The general idea of the work as presented, comprehends such exercises as will give to these pupils daily class drills, in which objects may be employed for illustration if necessary, and in which drills blackboard forms are used that the pupils may learn the written characters, and drills in which the pupils follow the oral statements of the teacher. These daily exercises are intended to secure to the pupils intelligent and pleasant employment at their seats for a short time after their movements in class. The slate and pencil are to prove indispensable in the pupils' hands, and the work executed with these pieces of apparatus is to be subject to the teacher's conscientious attention. By following the plan of "measuring" it is intended that the pupils, so far as they go, shall perform all of the fundamental operations. As early as it is practicable for the pupils to read script sentences, simple problems written upon the blackboard should be given to them. In all of these exercises, while the teacher has clearly in mind the singleness of his aim in the work, and is careful to present but one difficulty at a time, the pupils are to find constant variety in their study and labor. The eye, the ear, and the hand are all to be exercised, and the perception and the memory are to be drilled into quick and accurate action.

The method of measuring as indicated in the preceding articles may be continued quite indefinitely, so that by the end of the second year pupils can measure all numbers from one to ten, inclusive, in the several ways heretofore indicated, and can apply these relations in solving simple concrete problems.

For convenience, however, it may be desirable to make easy transitions into the more usual and extended abstract forms of the fundamental operations, and to deal with numbers in higher orders than tens and hundreds. The accurate and ready reading and writing of numbers to thousands by the Arabic method, and to hundreds by the Roman may be accomplished at this time by repeated exercises, involving a slow but sure progress.

It is far better to secure the ability to write numbers involving no more than thousands, and to do it habitually correctly, than to attempt more and have the work done in an uncertain manner.

In connection with the formulas previously illustrated single columns of figures may be employed, as :

2	3	3	3
1	2	1	2
2	1	2	4
3	2	1	3
2	3	2	5
<hr/>	<hr/>	<hr/>	<hr/>

The numbers employed, the arrangement, and the limits of sum, may correspond precisely with the "measuring." By using the column there is a change to the pupil, yet there is unity in his work. These columns may be placed on the blackboard before recitation and be copied and prepared for recitation, or they may be placed upon the board during the recitation and be used in drilling the class and then be copied upon slates after the pupils have passed to their seats, and the addition be reproduced for the inspection of the teacher. By using the single column intelligently the one difficulty of "carrying the tens" may be disposed of in a single lesson, when it becomes necessary to employ double or triple columns.

The various combinations must be taught. No more important work in teaching mathematics will appear anywhere than that of teaching pupils to add. Pupils must learn that three and five are eight. They must know this every time it is necessary to know it. They need to know it so well that whenever the combination of five and three is suggested by word or by figure they will immediately think eight. The child's mind is almost spontaneous in its memory. The result in all the combinations must come almost spontaneously. To give the pupils this ready and correct association of the right result with a certain combination requires the repeated performance of the operation in such way as shall best fix the attention of the children. Hence frequent drills in adding need to be varied so that at times individual intelligent drills are the chief agency to be employed. These pupils are exercised, at others the class in concert, at others the adding is done silently, at others it is competitive. The adding

may be by word of teacher, or with columns upon board. In adding the last column given above, the pupil should be led to think and to say—five, eight, twelve, fourteen, seventeen. Adding downward the pupil will say three, five, nine, twelve, seventeen. Any greater number of words is useless, and tends to confusion. A most valuable form of drill in class may be made upon numbers arranged as follows:

5	5	4	6	4	6
3	2	3	2	2	3
—	—	—	—	—	—

Here individual and class exercises may be given in adding the numbers below to those above as the teacher may indicate by pointer. The same forms serve equally well for subtraction, multiplication and division. By using such a form of combinations, first, in one direction, then in another, and afterwards irregularly, much varied and interesting exercise may be produced. The teacher may remember that the degree of his success in teaching addition will be measured largely by the amount of intelligent and enjoyable exercise he gives his class in the process.

INDIANAPOLIS HIGH SCHOOL.

A NESTFULL OF MUCH-USED WORDS.

S. K. H.

AMERICAN communities abound in voices, words and utterances. But is there a word more frequently and ubiquitously used by all ages, from the infant tyro in his mother tongue to the hoariest sires of the race, and by all classes, rich and poor, than the word *money*. All know what it is good for. But what does the word, per se, radically, mean? Why are certain objects called "money?"

This well known but not well understood word is a stalwart offspring from the Latin—from the verb *moneo*, which among the Romans meant, to admonish, to advise, to *indicate*. If you substitute a y for the final o in *moneo*, you have your English word *money*. A certain kind of metal or paper comes into our

hands, with numerical indices, and says: I indicate 25 cts., \$5, \$100, etc., as the case may be. The word money, then, means *indication* of value. This definition of the word may not be accepted by some linguists; but the writer has confidence in it. He knows that some derive the word money from the goddess Moneta, who it is said, was Juno, and that she obtained that name (Moneta) in view of the advice she gave in regard to certain sacrifices to be made, to escape an impending pestilence. But Moneta itself is derived from moneo. *Monetary* is a direct derivation from Moneta—*money*, from moneo.

There are divers kinds of money. We have federal money and sterling money, with their respective subdivisions, eagles, dollars, dimes, cents and mills; also, pounds, shillings, pence, etc. Why these names obtain, may not be equally plain to all. I can not now detail the origin of all these names, but will of a few. Who does not know the value of a coin called dollar? But why called *dollar*? This word has a history. In 1517, Count Schlick or Schlicken, obtained the right of coining money in the Valley of Jehoiakin (Germany), and as he used the least possible alloy in coining his money, it gained rapid currency. The German for valley is Thal, and *er* added to that makes Thaler (taler) a valleyer—one that comes from the valley. So popular was the Count's money that when the Germans, in important transactions, talked about the currency in which the matter was finally to be adjusted, they said: Lasset uns die *Thaler* haben." The Danes spelled Thaler with a D instead of T, and made it Dhaler; and in the hands of the English this orthography was changed into Dollar—the comer from the valley! The money of our Union is called federal money.

In my boyhood, owing to the inculcations of my father, who was an inflexible German democrat, and fiery against the Federalists of that day, I entertained an abhorrence of the "traitorous brood;" and when I for the first time saw federal money in the English arithmetic I "guessed" it was an institution of the "Federalists," and consequently eyed the "table" with considerable suspicion. But when I understood that the word "Federalist" was a Unionist, the bottom of my suspicions fell out, and increasing light produced a growing attachment to Unionism and transported me to a political status diametrically opposite to that of my revered father! Federal money is good, if I only had more of it!

We have become so modernized and Americanized, that, I believe the table of *sterling* money has disappeared from our current arithmetics! Yet I like the word *sterling*. It also has a history. Its primitive form was Ester, or Easter-ling, (Anglo Saxon) for *eastern*. The English more than once got out of good and indispensable things, and had to replenish themselves with these from Germany; even their king blood had to be rectified by that of Germany; and as this country lies east of England and had a purer and more reliable currency than obtained in the latter, it was the policy of her government to import it, and by way of pre-eminence called it esterling money—dropping the e it became sterling, an exponent of purity. This term has also been applied to human character—a pure, untarnished character is still called *sterling*, more valuable in the *close* of life than the purest metallic currency in the world!

GEOGRAPHY.

WM. H. TIBBALS, ASSO. PRIN. NORMAL SCHOOL AT WORTHINGTON, O.

GEOGRAPHY affords, with the exception of Astronomy, the most extensive field for man's intellectual pursuit; and the point for us to consider is, how may we so condense and select what can be studied with most profit during the short time devoted to this branch in the public schools; what will be most useful and practical to the pupils in later years, when they begin to mingle with men, and enter upon the active affairs of life.

We come now to discuss geography as it is taught from the text-books. When shall the book first be put into the hands of the child? To what extent shall it be used? How shall the study be pursued? What is the best mode of questioning, and the best method of recitation? What may the teacher do and what should he do to make the study of this branch most useful and interesting? All these questions naturally suggest themselves to every interested teacher; and he, who desires to be a true teacher and not a task-master, will find a golden solution for them. There is perhaps no other study that may be made so attractive and interesting to the young learners, and yet may be so easily neglected as to become dull and almost unintelligible.

The book should not be used till the pupil is nine or ten years old; then, if he has had a good preparation by means of oral instruction, he will be apt to use the book intelligently.

Much depends upon the book used. Improvements are constantly being made in the text-books on this subject. The book should serve rather as an outline of the study and a guide to its pursuit, than as an exhaustive treatise on the subject. Two books are enough for the course; and only those books which have good maps with all names clearly expressed. Harper's geographies are a great improvement over those that were in use ten years ago. The names of important towns are so indicated as to attract the eye at once, and the names of the unimportant towns are left off the maps; and the details which are necessary to meet the wants of the several States are left to be provided for in the special geography of each State.

The teacher should give explicit directions for the study of each lesson, pointing out what should be committed, and designating what should be carefully learned. Too often the pupil takes his book, reads the question and commits the answer to memory. He will then shut his book or his eyes and recite the answers as rapidly as possible. He goes to the class and makes no mistakes in recitation, unless perchance the teacher skips a question or asks it differently. The pupil should study the lesson with the constant desire to gain something from it that he may apply at once. He may know all about the zones and circles; but does not think he has anything to do with them out of the school. His father asks him to give the latitude and longitude of his house. The child can not answer. He never had thought that such things had any connection with his home. He eats his oranges and drinks his coffee, and does not think that they come from any country about which he has studied.

It is well even in primary geography to assign lessons by topics at times, following the order given in the books, for the books are usually the result of years of experience. For instance, let Michigan be the topic for one lesson. The pupil is required to bring in all the information he can gather from the map and the descriptive geography, concerning its physical features, boundaries, lakes, bays, straits, rivers, hills, forests, soil and climate; concerning its products, as fruit, grain, minerals, lumber and fish; and concerning its manufactures, its commerce

and means of communication; its principal cities, observing for what each is noted; and concerning the educational advantages of the State. In this manner the rest of the States may be studied and also other countries.

With the advanced class this plan may be carried out still further. In addition to the facts, the student may consider the possibilities in produce, industries, manufactures, commerce, inventions, and education.

The object of the recitation is not to find out whether the pupil can say the lesson as it is in the book or not, but to get at his knowledge of the subject. Manifestly then, the teacher should not always ask the questions in the book, for, if he does, the pupil will fall into the habit of learning only the answers to those questions, and if the teacher varies from the book, e. g., turns the answer to a question, the pupil is thrown from the track. It may often be well to ask the pupil to state what he can concisely concerning the topic, without questions, being careful always to correct any errors that may occur.

To the recitation, for the sake of enlivening and adding interest, the teacher should bring much that is not found in the textbook, but which he has gleaned from histories, books of travels, newspapers, and other sources. Personal observations made in travel can be used to excellent advantage. He should keep pace with all improvements. If the teacher takes no interest in the subject this study may be made one of the dullest and most unprofitable of any pursued in the schools. He gives out the lesson, and then, "out of sight out of mind," he thinks no more of it till next day, when the book is handed to him. With finger on the place and an occasional glance at the map or the answers, he asks the questions and goes through the lesson. Ten minutes pass away, the next lesson is assigned and the recitation is over. Can the teacher console himself with the thought that he has done his duty? Thus term after term and year after year the pupil may go through the book, and know but little more about it than when he first began, and so much precious time is wasted.

There are many things, however, which the teacher of the ungraded school, strive he never so faithfully, can not control; and which in many cases account for the neglect that this study receives. Perhaps the only remedy is in taking shorter lessons.

The newspaper in the hands of a judicious teacher may be made a very valuable auxiliary. The pupils should be encouraged to read the papers always with a map near by.

It is not necessary that the children should study geography all their school days. If they have been taught in the right manner, they will find occasion to use their knowledge of this study every day. The study which naturally follows geography is history. In the pursuit of this new branch the pupil constantly makes use of his knowledge of the former, and more than that he daily acquires new facts in regard to governments and their changes, and the people and their habits.

IMPORTANT FACTS CONCERNING COMPULSORY EDUCATION AND ILLITERACY.—State Superintendent Smart recently answered the following questions through the Indianapolis Daily Journal:

1. What nations have now in force a compulsory education law?
2. What per cent. of the population of each nation can read and write?
3. What per cent. of the population of the United States can read and write?
4. Have any of the States had such a law, and what ones?

The nations having compulsory educational laws are as follows: Prussia, since 1732; all the German States, before 1810; Austria, in a modified form, for a hundred years; the Scandinavian government and Denmark since 1814; Greece since 1830; all the cantons of Switzerland except Geneva; Turkey since 1860 but the laws have not been enforced; Italy since 1871; Spain and Portugal, but the laws are not enforced. The school boards of England have had the power to compel attendance since 1870 and the cities of Liverpool, Manchester, Oxford, and many other towns have compulsory laws.

2. The per cent. of population of different nations that can read and write is as follows, viz.: Switzerland, 100; Denmark, 100; Sweden, 100; Norway, 100; Japan, .90; Germany, .88; United States, .80; Belgium, .70; England, .67; France, .66; Austria, .51; China, .50; Italy, .27; Spain, .20; Greece, .11.

Argentine Republic, .17; Russia, .09; Poland, .09; Mexico, .07; India, .05.

3. Per cent. of population of the United States that can read and write, .80.

4. Names of States that have had compulsory educational laws are as follows, viz.: Maine, New Hampshire, Massachusetts, Connecticut, New York, New Jersey, Michigan, Nevada, California, Texas.

In most, if not all, of these States the law is practically inoperative.

MINUTES OF THE SOUTHERN INDIANA TEACHERS' ASSOCIATION.

19.

BLOOMINGTON, IND., Wednesday, March 17, 1880.

The Southern Indiana Teachers' Association held its fourth annual session at Bloomington, Ind., and was called to order at 7:30 P. M., by J. C. Chilton, chairman of the Executive Committee. Music by the choir of the Bloomington high school. Prayer by Dr. Lemuel Moss. The address of welcome was delivered by C. F. Dodds, Mayor of Bloomington, who extended to the association a hearty welcome to Bloomington. In his address some timely remarks were made, setting forth the advantages of to-day, in an educational point, over years ago, encouraging all present to persevere in improving so valuable facilities.

Hon. J. H. Smart, in response said, that he was informed that the members of the Southern Indiana Teachers' Association came to Bloomington, the seat of that glory of the common school system of Indiana, because they knew that they would receive a right royal welcome. He thinks that all will agree with him in saying that God's best gifts to us are our children, and the highest earthly duty we have is to see that they are properly reared and educated. He then introduced J. W. Caldwell, Supt. Seymour schools, as president elect, who spoke at length of the faults and flaws picked in the system of teaching, and mode of districting the common schools; citing the past in comparison with later years. He also took strong ground against the assertion that it is the fault of our school system that the number of rejections in military academies had increased of late years. He insisted that it is the fault of politicians, who persist in making appointments in self-interest.

SECOND DAY—Thursday morning session. Prayer by Rev. E. Valentine; music by the choir. Under miscellaneous business, J. K. Beck, Prin. Bloomington high school, was appointed Railroad Secretary. J. P. Funk, of Corydon, and Robert Dunken, of Washington, were appointed Enrolling Clerks.

W. R. Halstead, A. M., Pres. of De Pauw College, New Albany, delivered an address on the "Duty of Parents to the Commonwealth, physically, mentally, and morally considered," of which the following are some of the leading points: The family and society belong to the primaries of human life. There is nothing beyond these in the way of human history, and they are certainly reliable. The relations between these two principles may be recognized by a constant force in history. Parentage, as the outcome of the family life, involves obligations directly to the commonwealth and immediately through the child. There is an obligation to make the community fit for the child to live in, and to make the child fit to live in the community. The parent should give to society political honor, virtue and integrity, and energy in the sense of being a producer. A non-producer is a political pauper. The parent should have intelligence, a knowledge of the reliable and organized laws of human society. Political ignorance is dangerous in a free country. The State has a right to protect itself in attending strictly to its own business, that of producing through the public school system a well informed citizen. Political science should be taught in the common school and high school instead of the classics. Let our children work away on this grand problem of social ethics from their teens until they are twenty years old, then communism will be dead, and the country safe, because in skillful hands.

Dr. Lemuel Moss opened the discussion. In his remarks he brought out many important points touching upon the subject. He thought it the imperative duty of parents to train up their children for the present time and for eternity; that the child has a right to this kind of training.

Many other valuable points were brought out by Prof. G. W. Hoss and Hon. J. H. Smart.

The subject of Visual Teaching was presented in a very able manner by Prof. W. R. Houghton, of Bloomington, in illustrating his method and plan of work by class drill. He proved forcibly the great superiority and value of such teaching.

Miss Mary Barton, of Washington, then read a paper on "Non-Professional Reading," in which she showed that the teacher should not confine himself entirely to literature pertaining immediately to the profession of teaching, but in order to enliven and strengthen his mind, that non-professional reading should claim a part of his time as well. To be a successful teacher he should have a fund of

knowledge which can only be gained by general reading. Then she named various authors with whose works every teacher should be familiar.

Afternoon Session.—Music by the choir. The President appointed a committee on resolutions, consisting of five members. A. C. Goodwin, chairman; J. B. Hamilton, J. R. Trisler, D. E. Hunter, and A. H. Hastings.

A committee on nomination was then appointed as follows: J. M. Bloss, chairman; T. G. Alford, J. W. Beck, C. D. Bogart, J. M. McGee, J. H. Smart, and J. S. Gamble.

Ellen J. Stader, of Bloomington, then gave a class exercise in reading, with children. She began by obtaining from the class the subject of the lesson and a short account of the author. Her constant drill in the pronunciation of difficult words and eliciting from the class appropriate definitions was very commendable. She by her excellent method and plan of procedure brought out a clear and comprehensive knowledge of the subject matter.

J. P. Funk, of Corydon, next read a paper on Mathematical Teaching, of which it is not necessary to speak, as it will be published in full in the School Journal. He was followed in discussion by J. R. Trisler and W. A. Bell.

R. A. Townsend, of Vincennes, read a paper on "How may the High School be strengthened and built up in popular favor," in which he contended that in order to make a high school popular we should not introduce into the school room sectarianism; nor insult the religious belief of any one; neither introduce politics nor allow such subjects to be introduced; that pupils are not responsible for the acts of their parents, and hence temperance ought not to be introduced to offend pupils whose parents are engaged in the traffic of liquors. He objected to cramming the schools with too many studies, and recommended monthly reports, exhibitions, writing for home papers, public examinations, to encourage visits from parents, deliver lectures, and localize information.

Discussion opened by J. A. Wood, of Salem, in which he maintains that the masses of the people are not sufficiently acquainted with the high school; that they should be so educated that they may appreciate the benefits derived from it. Teachers must make the high school so effectual that it will become a public necessity. J. M. Olcott took very strong grounds in opposition to the points presented in the paper read by R. A. Townsend, and advocated teaching temperance and religion in the schools. J. H. Madden, of Bedford, insisted that temperance and religion could be taught in school in such a manner as not to offend any body, and that they should be thus taught.

Evening Session.—The evening was entirely devoted to a very interesting lecture delivered by Prof. T. A. Wylie, of Bloomington, and which was illustrated by a calcium-light stereopticon, together with a great variety of other apparatus. The experiments given very vividly illustrated the subject in a pleasing and instructive manner.

THIRD DAY—Friday Morning Session.—Prayer by Rev. M. M. Campbell; music by the choir. R. A. Townsend tendered his resignation as permanent secretary and treasurer, and A. H. Hastings was elected to fill his place.

The paper by Miss Libbie Shindler, of Lavonia, on "How may the pupils of our District Schools be interested in standard and current literature," was received with marked favor and applause by all and none were so much congratulated on their success as she. As the paper will be published in the School Journal further comment is unnecessary here.

General Discussion—"The Educational Outlook; or, the demand for more practical work," by D. E. Hunter and A. H. Hastings presented many facts showing that present results do not equal demand and how such demands may be met. W. A. Bell and G. W. Hoskins continued the discussion, stating the necessity of teachers making their work more practical, thus being able to accomplish much that will promote the advancement and happiness of the pupil, and that will enable him to become more useful in the world.

Afternoon—The following report from the committee on nomination of officers was adopted: President, D. E. Hunter; Vice-Presidents, A. C. Goodwin, Asenath Cox, Maggie McCalla; Recording Secretary, J. A. Wood; Executive Committee, J. R. Trisler, chairman, J. W. Caldwell, J. M. Wallace, A. H. Hastings, Mary Reed.

The very able paper prepared by D. M. Geeting, county superintendent, Washington, on "Should the school year of our District School be divided into two distinct sessions," was read by T. G. Alford, Supt. Geeting being absent. J. S. Gamble, of Connersville, in discussing the paper, says that they have tried the plan of dividing the school into two distinct sessions; that it works well; that they find a great advantage arising from it; that it brings in the schools a greater number; that the per cent. of attendance greatly increased by so doing. J. M. McGee, of Bloomington, indorses the sentiment of the paper and that of the last speaker. R. A. O'Connell thinks that the facts generally are, that in the "two-term system," the summer term is often a poor one; also that two long vacations tend to demoralize the school, as during these long vacations pupils lose interest. He would suggest that the trustees pay equal wages both winter and summer. The paper was still further discussed by T. G. Alford, J. A. Wood, and others. J. P. Patterson, of Washington,

Ohio, delivered a very interesting lecture—subject, "Science, the Experimenter in the School Room," in which he states that science should not only be taught in the institutes, colleges, and graded schools, but also in the district schools. The great field of science to children is to lead them to observe, thus developing in their minds the habit of seeing aright, and thus prepare them for systematic, scientific work in the future. His experiments were commendable and highly appreciated by the association.

The committee reported resolutions extending the usual vote of thanks to railroads, hotels, the executive committee, and others that contributed to the success of the association.

The committee on enrollment report eighty-six enrolled. The actual attendance was probably 200. By the decision of the association its next annual meeting will be held at Lawrenceburg, Ind., March 16th, 17th, and 18th, 1881.

Adjourned.

J. W. CALDWELL, Prest.

A. H. HASTINGS, Rec. Sec'y.

TOWNSHIP TRUSTEES MUST SETTLE WITH COMMISSIONERS IN APRIL.

MARCH 2, 1880.

Hon. M. D. Manson, Auditor of State:

I have the honor to acknowledge the receipt of a letter from the auditor of Owen county, referred to me by you, asking whether township trustees should settle with the county commissioners in April.

ANSWER: Section 7 of the school law provides, among other things, that school trustees shall render to the county commissioners, annually, on the first Monday after the second Tuesday in October, and as much oftener as they may require a report of receipts and expenditures of school revenues for the year then ending, and said board of commissioners shall hold a session on said Monday to receive said report.

It will be seen that the board of county commissioners may require trustees to make report to them of such receipts and expenditures, as often as they see fit. It will be manifestly unwise to require trustees who go out of office in April to wait until October to settle up their accounts with the commissioners and receive their quietus. I think it is the duty of the commissioners under the present law to hold a meeting on the second Monday in April, and require all township trustees to appear and settle their school accounts at that time.

Respectfully,

J. H. SMART, Supt. of Pub. Inst.

COMMENTARY ON THE SCHOOL LAW OF INDIANA

B

IV.

PENALTIES AND LIABILITIES OF SCHOOL OFFICERS AND
LIABILITY OF CORPORATIONS.

THE LAW.

SEC. 24. Any person elected or appointed such trustee who shall fail to qualify and serve as such, shall pay the sum of five dollars, to be recovered as specified in the preceding section for the use therein named, and in like manner added to said fund, unless such person shall have previously served as such trustee.

SEC. 7. * * * And upon failure of the trustee to discharge any of the duties required of him, relative to schools and school revenues, the board of county commissioners shall cause suit to be instituted against him on his official bond, and, in case of recovery against him, the court rendering the judgments shall assess upon the amount thereof ten per cent. damages, to be included in said judgment.

SEC. 22. On failure of any trustee to make either the statistical report required by the last preceding section of this act, or the report of the enumeration required by the sixteenth section of this act, or the report of finance required by the seventh section of this act, to the county superintendent at the time and in the manner specified for each of said reports, the county superintendent to whom such report is due shall, within one week of the time the next semi-annual apportionment is to be made by the auditor of his county, notify said auditor, in writing, of any such failure, and the auditor shall diminish the apportionment of said township, town or city by the sum of twenty-five dollars, and withhold from the delinquent trustee the warrant for the money apportioned to his township, town or city, until such delinquent report is due made and filed. For said twenty-five dollars, and any additional damages which the township, town or city may sustain, by reason of stopping said money, said trustee shall be liable on his bond, for which the county commissioners may sue.

SEC. 40. When any trustee shall neglect to file with the county superintendent an enumeration of the children of the township, town or city, as hereinbefore provided, the county superintendent shall, immediately after the first day of May in each year, employ a competent person to take the same, and allow a reasonable compensation for such services, payable from the special school revenue of the township, and shall proceed to recover the same in the name of the State of Indiana, for the use of said revenue of said township, by action against the said trustee in his individual capacity; and in such suit the county superintendent shall be a competent witness.

SEC. 23. If a trustee shall fail to discharge any of the duties of his office relative to the schools, any person may maintain an action against him for every such offense, in the name of the State of Indiana, and may recover from the use of the common school fund any sum not exceeding ten dollars, which sum, when collected, shall be paid into the county treasury, and added by the county auditor to said fund, and reported accordingly.

SEC. 141. The books, papers and accounts of any trustee, relative to schools, shall at all times be subject to the inspection of the county superintendent, the county auditor, and the board of county commissioners of the proper county.

SEC. 142. For the purpose of such inspection, said county superintendent, auditor, and board of county commissioners may, by subpoena, summon before them any trustee, and require the production of such books, papers and accounts; three days' notice of the time to appear and produce them, being given.

SEC. 143. If any such books and accounts have been imperfectly kept, said board of commissioners may correct them, and if fraud appear, shall remove the person guilty thereof.

SEC. 144. Process in such suits against a school township, town or city, shall be by summons executed by leaving a copy thereof with the trustee of such township, town or city, ten days before the return day thereof; and in case of an appeal, similar notice of the time of hearing thereof shall be given.

SEC. 145. Suits brought on behalf of the school of any township, town or city, shall be brought in the name of the State of Indiana, for the use of such township, town or city.

SEC. 146. Any person who shall sue for or on account of any decision, act, refusal, or neglect of duty, of the township trustee, for which he might have had an appeal, according to the provisions of the preceding section, shall not recover costs.

SEC. 137. Such trustee shall be accountable for the preservation of said [township] libraries.

SEC. 2. Act approved March 8, 1873. The proceeds of the sales of such bonds shall be paid to the said school trustee or trustees to enable them to erect or complete such building or buildings and pay such debt; but before payment to them such school trustee shall file with the county auditor a bond payable to the State of Indiana in a sum not less than the full amount of the said money so to be paid to them, and with security to be approved by said auditor, conditioned for the faithful and honest application of such money to the purpose for which the same was provided, and such trustee or trustees and their surety or sureties, shall be liable to suit on such bond for any waste, misapplication, or loss, of such money in the same manner as now provided for waste or loss of school revenue.

COMMENTS.

1. *Concerning Cumulative and Non-Cumulative Penalties.*—In reference to the penalties prescribed by the law, it is held that the penalty prescribed in section 24 is for a specific failure, and when once inflicted upon a trustee elect, it ends the liability of such person. The penalty spoken of in sections 7 and 23 are held to be one and the same. They are not cumulative. If one process is taken in reference to a particular offense, the other can not be. A trustee can not be punished twice for the same offense.

The penalty spoken of in section 22 is one of those covered by sections 7 and 23. It is held that either process may be taken, but if one is taken the other can not be.

In reference to the damages spoken of in section 40 it is held that it is a cumulative penalty, or in other words, that the trustee is liable for all expense incurred in taking the enumeration, and he is also liable to a fine of twenty-five dollars, spoken of in section 22, for neglect of duty.

With this explanation a careful study of the law will show what penalties should be regarded as cumulative and what as non-cumulative.

2. *Liability of Trustee for proper Use of School Funds and School Property.*—In addition to the specific penalties prescribed in the law a school trustee is responsible for the use and expenditure of the public funds and the care of all school property. He may be held liable for damage to school property that may occur through his neglect, and also for all loss or misuse of all school funds that may come into his hands. For further discussion of the subject see chapter on financial accounts and reports.

3. *Liability of Trustees on Fraudulent Contract.*—"In the case of Robert M. Wingate vs. Harrison school township of Clay county, Ind., the Supreme Court of Indiana decided as follows:

"This was an action by appellant against the civil and school corporations of Harrison township, on a promissory note given by Peabody Barrick, trustee, for putting lightning-rods on school houses. The school township answered, admitting the execution of the note, and that Barrick was trustee; but averred that the said Barrick, for the purpose of cheating and defrauding the township, contracted to have the rods placed on the school houses for the purpose of having rods placed on his own premises free of cost; and that appellant did place said rods on Barrick's premises; that the consideration of the note was the said illegal and fraudulent contract. There was a verdict for the appellees.

The statute makes trustees and parties contracting with them under such conditions, guilty of felony, and makes such contracts void (2 R. S., 454.)

The note was but a part of the contract set up in defense of the action, and it is clear that the division of the profits with Barrick tainted the whole contract and rendered it utterly void.

Independently of the statute such a contract was void as against public policy. (Parsons on Contracts, vol. 2, 784; 64 Howard U. R. 314). The evidence sustained the verdict. Judgment affirmed.

4. *Personal Liability of Trustee.*—There are cases in which a school trustee may be held personally liable for a contract made by him. For example, he may make a contract with a certain party by which certain articles are to be furnished to a school township for a sum of money. If now it can be shown that the trustee had no right to make such a contract as trustee, the school township will not be liable, but the trustee may be held liable in his individual capacity. There are cases, however, in which a trustee can not be held liable on a contract which he has no right as school trustee to make. For example, if a teacher enters into a contract with a school township before he has obtained a suitable license, as required by law, he can hold neither the school corporation nor the trustee personally liable for the reason that the law forbids the teacher from making such a contract.

5. *Actions against Civil Corporations and School Corporations.*—An action can not be maintained against a civil township on a contract with the school township. *Utica Tp. vs. Miller, Ind. R. L. p. 230*

The trustee of a *civil* township, as such, has no authority to execute a contract, or incur a liability for the benefit of the property of the school township of which he is also trustee; and when a township trustee executes a contract, describing himself as acting for the "township," such description is held to mean the *civil*—not the school—township. *Jackson Tp. vs. The Home Ins. Co., Ind. R. LIV. p. 184.* The same points are decided in the case of *McLaughlin vs. Shelby Tp., Ind. R. LII. p. 114.*

An action to recover for materials furnished and services rendered in the erection of a school house should be brought against the school corporation and not against the school by their individual names. *Sims et al., School Trustee, vs. McClure et al., Ind. R. LII. p. 267.*

In an earlier decision of the Supreme Court the same principle was stated in very emphatic terms as follows: "Each civil township in the several counties of this State is hereby declared a township for school purposes, and the trustee for such township shall be trustee, treasurer and clerk for school purposes." (1 G. & H. 543, sec. 4). It must be contemplated that the funds, etc., of these two corporations shall be kept separate. It is as an officer of the school township, and not as an officer of the civil township that the trustee has authority and power to levy a tax for the erection of school houses, and to expend the same for that purpose. (1 G. & H. 544, sec. 9). We think it must follow that it is as trustee of the school township and not as trustee of the civil township that the trustee must contract for the building of school houses. We do not think the trustee of the civil township can legally contract for the building of a school house and make the civil township liable therefor. In the case under consideration the action is against the civil township, seeking to render it liable for the cost of constructing the school house, and not against the school township, the corporation which should be liable, if any one." *Ind. R., Vol. XLVII.*

See also, *Jarvis vs. Shelby Township, etc., Ind. R. LXII. p. 257.*

6. *Continuous Liability of Trustees.*—In the case of *Davis et al. vs. The State*, the Supreme Court declares in substance as follows:

OFFICIAL BOND—Liability of Officer and Sureties.—The statute creates a permanent and continuing liability against an officer and the sureties on his official bond, for a failure to perform any duty imposed by any law in force at the time the bond is executed, or which may be subsequently passed during the time for which such officer has been elected; and it is not necessary that the bond should provide in express terms for such permanent and continuing liability. (*Ind. R. XLIV. p. 38-39.*)

7. *Damages to be Assessed on Suit against Trustee.*—In the case referred to in paragraph six, the Supreme Court spoke upon this point as follows:

SAME—Damages in Suit upon Bond of Trustee.—It is the imperative duty of a court rendering judgment against a township trustee, in a suit upon his official bond, for a violation of a duty in reference to school revenues, to assess ten per cent. damages on the amount recovered. (*Ind. R. Vol. XLIV, pp. 38-39.*)

V.

FINANCIAL ACCOUNTS AND REPORTS BY SCHOOL TRUSTEES.

THE LAW.

SEC. 7. The school trustee of every township, incorporated town or city, shall receive the special school revenue belonging thereto, and the revenue for tuition which may be apportioned to his township, town, or city, by the State for tuition or the common schools, and shall pay out the same for the purposes for which such revenues were collected and appropriated. Such trustees shall keep accurate accounts of the receipts and expenditures of such revenues, and shall render to the county commissioners, annually, on the first Monday after the second Tuesday in October, and as much oftener as they may require, a report thereof in writing, for the year then ending. Said board of county commissioners shall hold a session on said Monday to receive said reports. The trustees shall clearly and separately state:

First. The amount of special school revenue, and of school revenue for tuition, on hand at the commencement of the year then ending.

Second. The amount of each kind of revenue received within the year, giving the amount of tuition revenue received at each semi-annual apportionment thereof.

Third. The amount of each kind of revenue paid out and expended within the year.

Fourth. The amount of each kind of revenue on hand at the date of the report, to be carried to the new (new) account, and shall, with said report, present and file a detailed account current of the receipts and payments for the year and support the same by proper vouchers, which report and account current shall each be duly verified by affidavit; and when the said county commissioners are satisfied that said report is full, accurate and right, in all respects, and that said account is just and true, they shall allow and pass the same, which shall have the effect to credit the trustee for the expenditures. A copy of said report, as passed and allowed by the county commissioners, shall, within ten days after its date, be filed by the trustee with the county superintendent of the county, and upon failure of the trustee to discharge the duties required of him, relative to schools and school revenue, the board of county commissioners shall cause suit to be instituted against him on his official bond, and, in case of recovery against him, the court rendering judgment, shall assess upon the amount thereof ten per cent. damages, to be included in said judgment.

SEC. 8. The trustee shall keep a record of their proceedings relative to the schools, including all orders and allowances on account thereof; including also, accounts of all receipts and expenditures of school revenue, distinguishing between the special school revenue belonging to their township, town, or city, and the school revenue for tuition which belongs to the State, and which is apportioned to their township, town or city, which said revenue for tuition they shall not permit to be expended for any other purpose, nor even for the purpose in advance of its apportionment to their respective corporations.

SEC. 26. * * * Such school meetings shall have power to determine what branches, in addition to those mentioned, in section 34 of this act, shall be taught in such school, and the time at which such schools shall be taught: *Provided, however,* That the tuition revenue apportioned

chool, shall be expended within the school year for which it was apportioned: *And provid further*, That such school year shall begin the first Monday of July.

SEC. 9. The township trustees and the school trustees of incorporated towns and cities shall, immediately after their annual settlements with the county commissioners in March [October], make a full statement of all their receipts and expenditures, for the year preceding, relative to their schools.

SEC. 21. The trustees of each township, town or city, shall annually, on the first day of September, report and furnish to the county superintendent the statistical information obtained from teachers of the schools, of their respective townships, towns or cities, and embody in a tabular form the following additional items: The number of districts; schools taught and their grades; teachers, male and female; average compensation of each grade; balance of tuition revenue on hand at the commencement of the current year; amount received during the year from the county treasurer, and amount expended within the year for tuition, and, balance on hand; length of school taught within the year, in days; school houses erected during the year; the cost of the same; the number and kind before erected, and the estimate value thereof, and of all other school property; number of volumes in the library; and the number taken out during the year ending the first day of September, also the number of volumes added thereto; assessment on each one hundred dollars of taxable property, and [on] each poll of special tax for school house erection, and amount of such levy; balance of special school revenue on hand at the commencement of the current year; amount received during the year from the county treasurer; the amount of said revenue expended during the year, and balance on hand; the number of acres of unsold congressional school lands the value thereof, and the income therefrom, together with such other information as may be called for by the county superintendent and the Superintendent of Public Instruction.

SEC. 44. The custody and care of all lands belonging to the congressional township fund shall be with the trustee of the civil township in which the same shall be situated, who shall report annually to the auditor by the fourth Monday in March the annual income derived therefrom, to the township, and such report shall embrace a fully itemized statement of his rent account of such lands, to whom and for what amount the same was rented to each tenant, and whether the rents have been collected or not, and if any portion has not been collected, he should state fully the reasons why the same has not been collected, and any trustee who has heretofore failed and neglected to so report shall embrace in his first report such itemized statement and showing for each preceding year not so reported, whether by himself or his predecessors, and the amount of school funds for any year to which such township might otherwise be entitled shall be withheld and not paid over to such trustee if the rental value of said lands for such terms shall equal or exceed the township's otherwise portion of the school fund, and it shall be the duty of such trustee to pay into the county treasury all rents collected and reported by him as aforesaid.

SEC. 141. The books, papers and accounts of any trustee, relative to schools, shall at all times be subject to the inspection of the county superintendent, the county auditor, and the board of county commissioners of the proper county.

SEC. 149. The proper trustee may, whenever a school house shall have been removed to a different location, or a new one erected for the school in a different place, if the land whereon the same is situated belongs unconditionally to the township, town or city, sell the same when, in his opinion, it is advantageous to the township, town or city, so to do, for the highest price

that can be obtained therefor; and upon the payment of the purchase money (to the township, town or city treasurer, he shall execute to the purchaser) deed of conveyance, which shall be sufficient to vest in such purchaser all the title of such township, town or city thereto. The money derived from such sales shall be a part of the special school revenue.

SEC. 150. When any officer authorized to sell school lands shall have so any lands without a title thereto, such officer, or his successor in office, may convey such other lands of equal value as may be agreed upon by such officer and the purchaser, his heirs, or assigns; or failing to make such agreement [the purchase money, with interest, shall be repaid to] the purchasers, his heirs, executors, administrators or assigns; but no such purchase money shall be thus repaid until the proper prosecuting or district attorney shall have investigated the fact of the case, and certified to the correctness of the claim.

SEC. 20. To enable the trustees to make reports which are required by them by this act, the teacher of each school, whether in township, town or city, shall, at the expiration of the term of the school for which such teacher shall have been employed, furnish a complete report to the proper trustee, verified by affidavit, showing the length of the school term, in days, the number of teachers employed, male and female, and their daily compensation, the number of pupils admitted during the term, distinguishing between males and females, and between the ages of six and twenty-one years, the average attendance, books used and branches taught, and the number of pupils engaged in the study of each branch; and, until such report shall have been so filed, such trustee shall not pay more than 75 per cent. of the wages of such teacher, for his or her services.

AN ACT to authorize township trustees to issue and sell bonds in certain cases for the purpose of providing funds to build school houses in unincorporated towns, and providing under what conditions said trustee may issue and sell such bonds, and declaring an emergency. [Approved March 7, 1877.]

SECTION 1. *Be it enacted by the General Assembly of the State of Indiana* That whenever any person shall give and bequeath unto trustees any sum of money exceeding five thousand dollars, for the purpose of erecting a public school building or seminary in any unincorporated town in this State, upon the express or implied condition contained in said bequest that the amount equal thereto shall be raised by the citizens of said town or township for a like purpose, the township trustee of said township, in which said town is situated shall, upon the petition of a majority of the legal voters of said township, be authorized to prepare, issue and sell the bonds of said township to secure a loan not exceeding fifteen thousand dollars, in anticipation of the revenue for special school purpose, for the purpose of complying with the condition annexed to such gift or devise, said bonds to bear a rate of interest not exceeding seven per cent. per annum, payable at such time within seven years from date as such trustee may determine: *Provided*, That until all the bonds of any one issue shall have been redeemed, such township trustee shall not be authorized to make another issue, nor shall any such bonds be sold at a less rate than ninety-five cents on the dollar.

SEC. 2. The whole number of votes cast for candidates for congress at the last preceding congressional election in the township, shall be deemed to be the whole number of legal voters of such township, a majority of whose names shall be signed to the petition presented to such township trustee, to whom the petition shall be attached the affidavit or affidavits as such trustee may deem necessary, of a competent and credible person or persons that the signatures of all the names to said petition are genuine, and that the persons whose names are thereto signed are, as he believes, legal voters of such township.

SEC. 3. The township trustee shall record such petition, together with the names attached, in the record book of his township, and carefully file away and preserve said petition, and shall enter in such record a statement of the time when such petition was filed, and if said trustee shall then be satisfied that said petition contains the names of a majority of the legal voters of said township, he shall then prepare, issue and sell bonds to the amount petitioned for in such petition, as provided in section 1 of this act, and shall accurately keep a record of all proceedings in and about the issue and sale of said bonds, to whom, and for what amount sold, the rate of interest they bear, and the time when they become due.

SEC. 4. An emergency exists for the immediate taking effect of this act, wherefore the same shall be in force from and after its passage.

AN ACT authorizing the school trustees of a city or incorporated town to pay over to such city or town surplus special school revenue for the payment of indebtedness created for school building purposes, and legalizing acts where such surplus has been so appropriated. [Approved March 3, 1877.]

SECTION 1. *Be it enacted by the General Assembly of the State of Indiana,* That the board of school trustees of any city or incorporated town in this State, are hereby authorized and empowered to pay over to the common council or board of trustees of such city or town, any surplus special school revenue in the hands of such school trustee, not necessary to meet current expenses; such excess of the revenue aforesaid to be applied for the payment of the interest or principal, or both, of any indebtedness incurred under the provisions of the act of March 8, 1873, authorizing cities and incorporated towns to negotiate and sell bonds to procure means to erect and complete unfinished school buildings, and to purchase any ground and building for school purposes, and to pay debts contracted for the erection and completion and purchase of building and ground.

SEC. 2. Where the excess of special school revenue not necessary to meet the current demand upon such revenue shall have been prior to the passage of this act, loaned, paid over, or applied, as provided in the preceding section, such loan, payment, or application of such moneys, is hereby legalized and made valid as fully and completely as if at the time such transaction took place this act had been in full force and effect.

SEC. 3. Whereas an emergency exists, this act shall be in force from and after its passage.

AN ACT to provide for the disposition of the surplus dog-tax in the hands of township trustees. [Approved March 14, 1877.]

SECTION 1. *Be it enacted by the General Assembly of the State of Indiana,* That all sums of money now remaining in the hands of the township trustee, arising from surplus dog-tax fund, shall be, upon the taking effect of this act, placed to the credit of the tuition fund of such township, and shall be expended as other tuition funds of the township are expended. The township trustees of the several townships in the State, are hereby authorized to pay the same to School trustees of incorporated town or cities, their proportion *pro rata* according to the enumeration for school purposes within such township.

WHEN a man becomes dear to me, I have the goal of fortune. A friend is a person with whom I may be sincere. Before him I may think aloud. The laws of friendship are austere and eternal, of one web with the laws of nature and of morals.—
Emerson.

EDITORIAL.

THE USE MADE OF THE ANSWERS TO THE STATE BOARD QUESTIONS.

The large number of commendations of the "answers" to the State Board questions received, gives assurance that these "answers" are popular among the readers of the Journal, and that they are extensively used. Being prepared by the members of the Board themselves, they are more valuable than given by others of equal ability. The *forms* of the answers and the accompanying suggestions are quite as valuable as the answers themselves.

The teachers receiving most benefit from these answers, are those who answer the questions themselves, and then use the State Board answers verifying their own work. The teacher who permits these printed answers to take the place of his own work, is harmed rather than benefited. They were not intended to relieve teachers of the work of investigating, and of making their own answers, and if the editor believed that they did this to any considerable extent, their publication would be stopped at once.

If teachers will make their own answers as soon as they receive the Journal and then test and review their work in the light of the correct answers that come in the next Journal, the exercise continued for a year will give a general review that will be worth more to most persons than a six week review term in a normal institute.

ADVANCE THE SALARIES.

When the prices of all articles of clothing and food were declining, school boards argued that it did not cost school teachers so much to live, and therefore their wages should be reduced. They not only argued it but they acted on the theory, which was, perhaps, a true one, and the wages of teachers were cut down all over the country.

Will these same school boards now take notice that the price of living is materially advanced, and is still advancing, and will they now be as persistent in urging their old time argument that "wages must be regulated by the cost of living," and as prompt to advance the wages of teachers as they were to reduce them? Echo answers, Will they?

WE still need very much a few November Journals for 1879, to supply subscribers who do not wish to break their files. Any one sending this number in good condition, will have his time extended one month.

KINDNESS TO DUMB ANIMALS.

One of the things that teachers should try to teach children is *kindness to dumb animals*. Just in proportion as persons become more refined in their feelings do they become more sympathetic and more regardful not only of the wishes, feeling and rights of other persons, but also of the feelings and *rights* of dumb animals. There is a great deal of morality—yes, of christianity—in being kind to the poor, helpless brute. It is revolting to all our better instincts to witness the over-work, the cruel treatment, the exposure to cold and storm, the thoughtless blows and kicks, the taking of life even merely for sport, that domestic and innocent animals are continually subjected to. What can be said of the boy or the man who can kill an innocent bird “just for *fun*?”

A text from which a teacher can preach many valuable sermons to boys and girls is, “put yourself in his (or its) place.” Commit to memory, and require every child in your school to commit to memory, the following immortal stanza from Cowper:

“I would not enter on my list of friends,
Though graced with polished manners and fine sense,
Yet wanting sensibility, the man
Who needlessly sets foot upon a worm.”

EDUCATIONAL EXHIBIT AT THE STATE FAIR.

The State Board of Agriculture has determined to continue the educational department of the State Fair, and has appointed Hon. John Sutherland, of La Porte, superintendent of the department.

The importance of making educational exhibits at County and State Fairs, the Journal has frequently urged. All that was said last month concerning county fairs applies with even greater force to the State Fair. Let the display next fall be a credit to the schools and the teachers of the State.

Any one who will write to Mr. Sutherland at La Porte will receive a circular giving general rules, classification of work, directions for preparing work, etc. etc. Write for the circular and go to work at once. The work prepared will serve for exhibition at both county and State fairs.

REDUCE THE NUMBER OF SCHOOL-HOUSES.—The attention of trustees is again called to the fact that there are already many more school houses in the State than are needed. In order to accommodate as many people as possible, trustees have been induced to multiply school houses far beyond the real requirements of the children, and have thus either shortened the term of school, increased the taxes, or lowered the wages of teachers. In a large majority of the townships there are from one to *four* more houses than the best interests of the schools require. If the children now attending six different school houses could be accommodated in four, one-third the entire cost of running

the schools is saved; and this saving can be used in making better the remaining four houses, paying better the remaining four teachers, and extending the time of the schools. Or, if the houses are good and well furnished, the teachers are good and well paid, and the schools are as long as desired, the taxes may be reduced one-third—something the people will never object to. It will not be an easy thing to reduce the number of these school houses, but it ought to be done as opportunity offers, and the attention of trustees is called to the importance of the matter.

PLANTING TREES.—He who plants a tree is a public benefactor. Each succeeding year as the country grows older will shade trees become more and more ornamental and more and more useful. Every school house yard should be filled with and surrounded by shade trees. If planted now, in a few years they will become a source of perpetual pleasure to the children who will enjoy their shade. Trustees *ought* to plant these trees, but if they will not, teachers can easily induce the pupils and patrons of their respective schools to join them in the good work. Where there is a *will* a way will be found or made—*plant trees!* **PLANT TREES!**

PAY UP.—Last month we asked those teachers whom we had accommodated by waiting upon them for their subscription money, to settle at as early a day as possible. Quite a good many have responded, but others have not. We expect teachers to pay up in the spring when they draw their money. If there is good cause for further delay, please send postal card giving explanation, and save the trouble of personal notification.

The meeting of the Southern Indiana Teachers' Association which met recently at Bloomington, was certainly a very pleasant one. The attendance was good, the exercises interesting, and the spirit excellent. The teachers of Southern Indiana were not excelled for their cordiality and affability. See the secretary's report on another page for a full account of the meeting.

IF YOU do not get your **JOURNAL** by the 15th of the month, write at once.

DO NOT send specie in a letter; if you can not get scrip send postage stamp.

IF YOU wish the address of your **JOURNAL** changed, give the old post-office as well as the new, together with the county in each case.

AGAIN we must insist that notices for change of address be sent in *early*. A notice sent as late as the 25th is usually too late for the mailing of the **JOURNAL** for the succeeding month. When a **JOURNAL** is missed in this way application should be made to the postmaster to have it forwarded.

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR FEBRUARY, 1880.

WRITING.—1. What do you understand by base line? What by head line? 2 pts., 5 each.

2. How does the first line in small a differ from an ordinary left curve or third principle? How high is d? 2 pts., 5 each.

3. Write all the capitals in which the inverted oval is found. 10

4. How far below the base line does letter g extend? What other letters extend below to the same distance? 2 pts., 5 each.

5. Why is it valuable for the pupil to analyze the letters in his copy? 10

Let the penmanship of the candidate as shown in the answers to the above questions be marked from 1 to 50, according to the judgment of the superintendent.

ORTHOGRAPHY.—1. Into what two classes may letters be divided? State the basis of the division. 2 pts., 5 each.

2. Divide the following words into syllables so as to show their proper pronunciation: *armistice; baronet; convoke; sirup; piquant.* 5 pts., 2 each.

3. (a) How many sounds may the letter *a* be used to represent? (b) Write a word to illustrate each. 2 pts., 5 each.

4. (a) Add the suffix *ing* to the following words, and (b) state the rule for spelling that applies: *plan, begin, infer, sit, beat.* 5 pts., 2 each.

5. What is the meaning of the following abbreviations: *acct., cf., atty., C. O. D., I. H. S.?* 5 pts., 2 each.

6. Spell correctly the following words: *acquiting, potatos, attornies, melon, tongue, pretty, courtesy, cantos, frolick, asure.* 10 pts., 5 each

READING.

"I had a dream which was not all a dream:

The bright sun was extinguished and the stars

Did wander darkling in the eternal space.

Rayless and pathless, and the icy earth

Swung blind and blackening in the moonless air."

From "Darkness."

1. (a) Who was the author of this poem? (b) When and where did he live? (c) Name two other poems he has written. a=4; b=3; c=3.

2. Point out the emphatic words in the above and tell why they are emphatic. 10

3. Which of these words can be emphasized by prolonging the vowel sound? Which by speaking the word with more force? 10
4. Designate the poetical feet in the third and fourth lines. 10
5. Indicate the elementary sounds in the following words, using the proper diacritical marks: *stars; eternal; past; passions; blackening.* 5 pts., 2 each.

Let the candidate read a selection, upon which he shall be marked from 1 to 50, according to the judgment of the Superintendent.

ARITHMETIC.—1. Define analysis. Define a rule, as used in arithmetic.

- 2 pts., 5 each.
2. Define a perpendicular. Define a rectangle. 2 pts., 5 each.
3. How many yards of cloth $\frac{3}{4}$ yd. wide, will line $25\frac{1}{4}$ yd. $1\frac{1}{8}$ yd. wide? Proc. 5; ans. 5.
4. St. Petersburg is 30° , $2'$ East Long., and Indianapolis 86° , $10'$ West Long. When it is 8 A. M. at St. Petersburg, on Wednesday, what is the time at Indianapolis? Proc. 5; ans. 5.
5. A merchant sold a lace collar for $\$1\frac{1}{8}$ that had cost him $\$1\frac{1}{8}$. What per cent. profit did he make? Proc. 5; ans. 5.
6. Reduce 1 pk., 64 pts., to the decimal of a bushel. Proc. 5; ans. 5.
7. If wheat yields 72 per cent. of its weight in flour, how many barrels of flour can be made from 260 bushels of wheat? Proc. 5; ans. 5.
8. What is the interest of \$542 for 3 mo. 15 da., at $6\frac{1}{2}$ per cent. per annum? Proc. 5; ans. 5.
9. Reduce 492 dekagrams to quintals. By analysis. Anal. 5; ans. 5.
10. How many bricks each 8 in. long, 4 in. wide, and $2\frac{1}{2}$ in. thick, will be required for a wall 120 ft. long, 8 ft. high, and 1 ft. 6 in. thick, no allowance being made for mortar. Proc. 5; ans. 5.

GRAMMAR.

1. Correct—*He is the most remarkable man whom the present age has produced*, and parse the word connecting the two clauses. 2 pts., 5 each.
2. What is the rule for the agreement of pronouns with antecedents of different persons? 10
3. Correct—*Me being present, they were embarrassed*, and parse the first pronoun. 2 pts., 5 each.
4. Write a sentence containing two commas, and give the rules for their use. 2 pts., 5 each.
5. Analyze—Daniel Boone, the pioneer of Kentucky, was born in Bucks county, Penn. 10
6. *Let every one attend to his lessons*—parse *every* and *one*. 2 pts., 5 each.
7. Conjugate the verb *see* in the present, potential, passive. 10
8. What is an *abstract* noun? A *verbal* noun? 2 pts., 5 each.
9. Write a sentence in which an infinitive is used as a noun in the objective case, and parse the infinitive. 2 pts., 5 each.
10. What are pronominal adjectives? 10

GEOGRAPHY.—1. Give three proofs that the earth is round.

3 pts., 4 off for each om.

2. Give three proofs of the interior heat of the earth.

3 pts., 4 off for each om.

3. What are continental islands? What other class of islands is there?

2 pts., 5 each.

4. Name the five oceans in the order of their size.

5 pts., 2 each.

5. What empire is on the western hemisphere? What important republic on the eastern?

2 pts., 5 each.

6. A vessel lands at New York laden with cotton, sugar and rice; from what port did she probably sail? Give reason for your answer.

2 pts., 5 each.

7. Name the States that constitute New England. By what other names are four of them frequently called?

5 pts., 2 each.

8. In what part of the United States are manufactures chiefly carried on? Why?

2 pts., 5 each.

9. What country lies in the northern part of Asia? To what nation does it belong?

2 pts., 5 each.

10. Fill the following blanks:

10 pts., 1 each.

Country.	Government.	Ruler.	Capital.	Largest City.	Exports.
Austria.					
Italy.					

HISTORY.—1. Name five principal tribes of N. A. Indians, in the colonial period.

5 pts., 2 each.

2. What part of what is now the United States was explored by Hernando Cortes?

10

3. Who was Sir Martin Frobisher?

10

4. (a) Where and (b) by whom were settlements first made in New York?

2 pts., 5 each.

5. Why were the Quakers persecuted?

10

6. (a) By whom was Louisiana settled, and (b) how did it pass to the United States?

a=2; b=8.

7. (a) What was the Stamp Act, 1765, and (b) where was it first formally resisted?

a=7; b=3.

8. Describe the Battle of Bunker Hill.

10

9. Name three leaders of the Federal party, 1789.

10

10. What led to the capture of Washington, 1814?

10

NOTE.—Descriptions and narratives not to exceed six lines each.

PHYSIOLOGY.—1. How many bones are in the wrist and hand? What is a peculiarity of the human hand?

2 pts., 5 each.

2. Why should the brain be protected by a solid bony covering, and the heart, lungs, and stomach be so largely protected by muscles only?

10

3. Name three uses of the bones.

3 pts., 4 off for each om.

4. Why do muscles need both rest and exercise?

2 pts., 5 each.

5. Why is warm, moist air more oppressive than warm dry air?

10

6. Why is it healthier to breathe through the nose than through the mouth? 10
7. Why are the veins pulseless? How does muscular action promote the venous circulation? 2 pts., 5 each.
8. Where is chyle formed? How? 2 pts., 5 each.
9. What are the functions of the two classes of spinal nerves? 2 pts., 5 each.
10. What is the office of the thoracic duct? Into what does it discharge its contents? 2 pts., 5 each.

THEORY AND PRACTICE.—1. What attention should the teacher give to the manners of his pupils? 20

2. What relation does the instruction of a school sustain to its discipline? 20

3. Should rules be enacted before the conduct of pupils makes such rules necessary? Give reason for answer. 2 pts., 10 each.

4. Why should a teacher not impose extra study as a punishment for misconduct? 20

5. What are the chief difficulties that beset a teacher in the management of a country school? Give four. 4 pts., 5 each.

ANSWERS TO STATE BOARD QUESTIONS PUBLISHED MARCH—BY THE MEMBERS OF STATE BOARD.

GEOGRAPHY.—1. A *circle* is an imaginary line drawn around the earth on its surface, and may be either great or small, as it divides the globe into two equal or unequal parts. A *meridian* is one-half of a great circle which passes through the poles, and extends from pole to pole.

2. The surface of the earth consists of land and water; about one-fourth land and three-fourths water.

3. The southern extremities of the two hemispheres are, each of them, larger in the region of the equator, and gradually grow smaller as they approach the southern extremity. Each projects, more or less, on the eastern side, and recedes on the western side.

4. They serve to condense the moisture of the atmosphere in the form of rain or snow; they contain the source of springs which form the important rivers; they modify the temperature of places in their neighborhood; and are the sources from which we obtain our supplies of metals and other valuable minerals.

5. The Gulf Stream. In its modifying influences upon the climate of those countries which lie in its path, and in its effects upon the cold ocean streams that come down from the Arctic Ocean.

6. Coffee, tea, sugar, dry goods, and iron.

7. Vermont. Lake Champlain.

8. Norway and Sweden.

9. Scotland, Wales, England, France, and Spain.

10. Vienna, Brussels, Lisbon, Berlin, and Rome.

GRAMMAR.—1. Radiuses or radii, timothys, mothers-in-law, cargoes, chimneys.

2. Pos.	Comp.	Superl.
bad	worse	worst
little	less	least
many	more	most
beautiful	more beautiful	most beautiful.

square is incapable of comparison.

3. The present and past tenses of the indicative and subjunctive moods; the present imperative, infinitive and participle, and the past participle.

4. Present.	Past.	Past Participle.
make	made	made
lay	laid	laid
set	set	set
ride	rode or rid.	ridden or rid.
write	wrote	written

5. Either Jane or her sister will prepare the needed sentence.

6. *Words* is a noun, common, third, plural, neuter, objective, and governed by the preposition *in*. *Words* is a noun, common, third, plural, neuter, objective, the object of the verb *lack*.

7. It is a compound declarative sentence, the first member simple, the second complex. In the first member, *we* is the subject, grammatical and logical, *think* is the grammatical predicate modified by the adverbial phrase *in words*, of which *in* is the preposition and *words* the object. The second member is connected to the first by the conjunction *and*. The principal clause is *we lack fit thoughts*; the subordinate, *we lack fit words* connected to the principal clause by the conjunctive adverb *when*. In the principal clause the subject, both grammatical and logical, is *we*, the grammatical predicate is *lack*, modified by its object *thoughts*, which is modified by the adjective *fit*. The subordinate clause is analyzed similarly.

8. Oh, alas, hey, hurrah, lo.

9. (a) The first word of every line of poetry should begin with a capital letter. (b) Names and appellations of the Deity should begin with capital letters.

10. I expected to find him at home, not *to have found* as the latter form would indicate that an expectation would be formed with reference to a past event.

ARITHMETIC.—1. 1 lb. Avoirdupois=7,000 gr.

1 lb. Troy=5,760 gr.

$$\therefore 172 \text{ lbs. Troy} = \frac{1 \text{ lb. Av.} \times 5,760 \times 172}{7,000} = 141.53\frac{1}{2} \text{ lb. Av.}$$

$$\left. \begin{array}{l} 1 \text{ T.} = \$3.75 \\ \frac{2}{3} \text{ T.} = \text{?} \end{array} \right\} \text{Statement.}$$

ANALYSIS.

Since 1 T. will cost \$3.75,
 : $\frac{1}{3}$ T. will cost $\frac{1}{3}$ of \$3.75=\$1.25.
 : $\frac{2}{3}$ T. will cost \$1.25 $\times 2$ =\$2.50.
 $\therefore \frac{2}{3}$ T. will cost \$2.50.

3. (a) *A Decimal Scale* is one in which the values of the orders of units increase from right to left in the constant ratio 10.

(b) *A Decimal Unit* is one of the equal decimal parts into which a thing or unit is divided.

(c) *A Decimal Fraction* is a fraction whose denominator understood is some power of ten.

4.
$$\begin{array}{l} 8\frac{1}{2} \text{ ft. (shadow)} - 5\frac{1}{3} \text{ ft. (height)} \\ 182.23 \text{ ft. (shadow)} - \text{---} \end{array} \left. \vphantom{\begin{array}{l} 8\frac{1}{2} \text{ ft. (shadow)} \\ 182.23 \text{ ft. (shadow)} \end{array}} \right\} \text{Statement.}$$

$$\therefore 8\frac{1}{2} \text{ ft. (shadow)} : 182.23 \text{ ft. (shadow)} :: 5\frac{1}{3} \text{ ft. (height)} : (?)$$

$$\frac{16 \text{ ft.} \times 182.23 \times 5}{3 \times 44} = \frac{3,644.6}{33} \text{ ft.} = 110.44\frac{2}{3} \text{ ft. Ans.}$$

5. B $\frac{1}{2}\%$? = B 100 $\frac{1}{2}\%$ c.

$$\left\{ \begin{array}{l} A \$275 = \\ D \end{array} \right\} \left\{ \begin{array}{l} A \frac{1}{2}\% \\ D \end{array} \right\}$$

P $\frac{1}{2}\%$ R 25 $\frac{1}{2}\%$ c.

(1) B $\frac{1}{2}\%$ c. + R $\frac{1}{2}\%$ c. = A $\frac{1}{2}\%$ c. = 125 $\frac{1}{2}\%$ c. the $\frac{1}{2}\%$ c. the selling price is of the cost price.

(2) $\frac{\$275 \times 100}{125} = \220 , the cost price.

(3) $\$275 - \$220 = \$55$, the gain.

6. Dates.

yr.	mo.	da.	Difference in time.				
1874	8	4	yr.	mo.	days.	Difference of time	
						in days.	Indorsement.
1875	6	10	= 0 yr.	10 mo.	6 da.	306 da.	\$ 56.00.
1876	12	19	= 1 yr.	6 mo.	9 da.	549 da.	\$139.55.
1877	9	4	= 0 yr.	8 mo.	15 da.	225 da.	—?

Total Diff. of Time. 3 yr. 1 mo. 0 da. = 3 yr. 1 mo. 0 da. 1110 da. (a)

(A) *Remark*—The difficulty in partial payments is usually in finding the difference of time.

Observe that the difference between the first date and the last date must be equal to the sum of the different times, and that this must be equal to the total number of days.

$$\frac{\$8 \times 306 \times 845}{100 \times 360} = \frac{\$5746}{100} = \$ 57.46, \text{ interest due, June 10, 1875}$$

$$\frac{56.00}{100} = 56.00, \text{ indorsement, June 10, 1875}$$

$$\$ 1.46, \text{ surp. int'est, June 10, 1875}$$

$$\frac{\$8 \times 549 \times 845}{100 \times 360} = \frac{10309}{100} = \$103.09, \text{ interest due, Dec. 19, 1876}$$

$$\frac{\$104.55}{100 \times 360} = \frac{\$104.55}{100} = \$104.55, \text{ total in. due, Dec. 19, 1876}$$

$$\frac{\$845.00}{100 \times 360} = \frac{\$845.00}{100} = \$845.00, \text{ principal, Dec. 19, 1876}$$

$$\frac{\$949.55}{100 \times 360} = \frac{\$949.55}{100} = \$949.55, \text{ amount due, Dec. 19, 1876}$$

$$\frac{\$139.55}{100 \times 360} = \frac{\$139.55}{100} = \$139.55, \text{ indorsement, Dec. 19, 1876}$$

$$\frac{\$810.00}{100 \times 360} = \frac{\$810.00}{100} = \$810.00, \text{ new prin., Dec. 19, 1876}$$

$$\frac{\$8 \times 255 \times 810}{100 \times 360} = \frac{\$4590}{100} = \$ 45.90, \text{ interest due, Sep. 4, 1877}$$

$$\frac{\$855.90}{100 \times 360} = \frac{\$855.90}{100} = \$855.90, \text{ amount due, Sep. 4, 1877}$$

7. Premium, as used in insurance, is the sum paid for insurance. Premium, in all other cases in percentage, is the excess above the par value, or above 100 per cent. Brokerage is the commission paid to a broker for buying or selling stocks.

8. $\$5040 \div \$80 = 63$; \therefore the farm contains 63 acres.

$$63A = 160 \text{ sq. rd.} \times 63 = 10080 \text{ sq. rd.}$$

$$10080 \div 140 = 72; \therefore \text{the farm is 72 rods wide.}$$

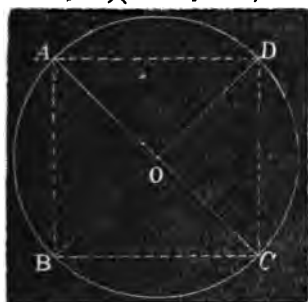
9. $(30 \text{ ft.} + 18 \text{ ft.}) \times 2 = 96 \text{ ft.}$, the perimeter of the room.

$$\frac{96 \times 15}{9} = 160, \text{ area of walls in square yards.}$$

$$\frac{30 \times 18}{9} = 60, \text{ area of ceiling in square yards.}$$

$$160 \text{ sq. yd.} + 60 \text{ sq. yd.} = 220 \text{ square yards.}$$

$$\$.10 \times 220 = \$22.00, \text{ cost of plastering.}$$



10. In the right angled triangle A O D, A O and D O are the sides which form the right angle; each of these sides is equal to one-half the diameter.

A D forms the hypotenuse of the triangle A O D.

$$AD^2 = (AO^2 + DO^2)^{\frac{1}{2}}$$

$$AD = (2^2 + 2^2)^{\frac{1}{2}} = 8^{\frac{1}{2}} = 2.828 +; \therefore \text{the side of largest square stick is } 2.828 \text{ feet} +.$$

PHYSIOLOGY.—1. Into those of the skull, face, and ear. Skull, eight bones; face, four bones, and ear, eight bones.

2. A ball-and-socket joint is formed by the round head of one bone being received into a cup-like cavity in another bone, and so held in its position by muscles and ligaments as to allow great freedom of motion. The shoulder and hip joints.

3. Flexor muscles are those by which a joint is bent; extensor muscles, those by which, when bent, it is straightened.

4. Four classes—incisors, cuspids and molars. Beginning at the median line of either jaw, the order is two incisors, one cuspid, two bicuspids and three molars.

5. The saliva moistens the mouth and its various parts, softens the food when forced into it by the teeth, dissolves the sugar and salt in food, making it palatable, converts solid food into a pulpy mass, easily swallowed and easily acted upon by other juices in digestion, and changes starch into grape sugar. The gastric juice digests albuminoids in the stomach.

6. To carry impure blood into the lungs, when it gives up its carbonic acid, and receives oxygen from the air breathed into the lungs.

7. Sensory nerves are those which carry impressions to the brain, which have been received by the skin and other organs. Motor nerves are those which convey the power of motion from the brain and nervous centres to the various organs of the body.

8. The pores of the skin are the ducts through which the perspiratory glands discharge their secretions, either as sensible or as insensible perspiration.

9. The oxygen obtained from the pure air is absolutely necessary to the health of the blood and the various organs of the body. The carbonic acid discharged from the lungs is a direct poison, and when the outer air is impure it remains in the lungs—in large quantities killing quickly and in smaller quantities laying the foundation for various diseases, especially consumption.

10. The tympanum is a small irregular cavity in the middle of the ear, which is separated from the outer ear by a tightly stretched membrane. This membrane acting as a drumhead, conveys all the sounds received through the outer ear to the inner ear and auditory nerve, especially by means of the small bones of the ear.

ORTHOGRAPHY.—1. Vowels and Consonants. Vowels into long, short, and occasional. Consonants into sub-vocals and aspirates (see Webster). A long vowel is one continued so as not to be explosive in character. A short vowel is one given so abruptly as to be explosive. An occasional vowel is any vowel, either long or short, other than the conventional long and short ones, so-called. A sub-vocal is breath modified partly by the vocal chords, but mostly by the mouth. An aspirate is breath modified wholly by the mouth.

2. Long; short; like short *u*; like *oo* long; like *oo* short. Pole, cot, move, wolf, son.

3. Spec'-i-men; par-al-lel'-o-gram.

4. All regular verbs from their past tense and passive participle by adding *ed* to the present.

5. P-r-o-g-r-a-m; n-a-sh-u-n-u-l.

READING.—1. Bryant. Death of the Flowers.

2. Nature speaks thro' her various forms to him who loves her. When he is glad, she seems glad. When he is sad, nature takes a sympathetic cast.

3. "In the love of nature. Because these words present a distinct and important idea, to be made prominent.

4. Emphasis, in a wide sense, is any means of giving prominence to a word or phrase. In a narrower sense, it is calling attention by loudness of tone. Accent is stress of voice on a syllable. Emphasis on a word or words.

5. V-i-z-i-b-l; b-u-t-i; e-r; n-a-t-y-u-r; h-a-z.

HISTORY.—1. The principal discoveries of Columbus were the Bahamas and the West India Islands.

2. Columbus thought that the lands he discovered were on the coast of India, in Asia, and so called the natives he first found in San Salvador, Indians.

3. Massachusetts was settled by the "Pilgrims," who went from England to Holland, for the sake of conscience, in 1609, and thence to Plymouth, in the Mayflower, in 1620; and by the Puritans, who came from England direct, and founded Salem in 1628, Charlestown in 1629, and Boston in 1630. It should be remembered that in many respects Pilgrims and Puritans were distinct peoples, and that their colonies remained distinct until 1692.

4. Gen. Thomas Gage was in 1774 appointed the Royal Governor of Massachusetts Colony and General-in Chief of the North American Continent. His attempt to seize the colony's military stores, at Concord, in 1775, was the occasion of the battle of Lexington, the first engagement of the revolution. In the same year he was recalled, and died in 1787.

5. The movement of Gen. Gage just referred to, was discovered by the vigilant colonists, and Paul Revere, whose "Ride" Longfellow has made immortal, spread the news from Boston to Lexington. The "Minute Men," patriot troops who were ready for any emergency, were also put in motion, and when the British soldiers reached Lexington, they were fired upon. Although the expedition was in part successful in the destruction of the stores, nearly 300 British were killed during the march to Concord and the return to Boston, and the blood that day shed made the revolution inevitable. Emerson says of Concord:

"Here the embattled farmers stood,
And fired the shot heard round the world."

6. The Articles of Confederation, proposed in the Revolutionary Congress in 1766, and not ratified by all the States until 1781, was a "firm league of friendship" between the States. It was not intended by these articles to establish a national government, but only an advisory body in regard to general interests, leaving the acceptance and enforcement of the advice entirely to the several States.

7. The independence of the United States was first recognized by France, in 1778.

8. Louisiana was acquired by purchase from France in 1803, for \$15,000,000.

9. At the time of the purchase, Louisiana included all the region from the Mississippi river to the Pacific ocean, and from the Gulf of Mexico to the British Possessions. By this acquisition the national domain was more than doubled.

10. In 1620, the year of the landing of the Pilgrims at Plymouth, slaves were brought in a dutch ship and offered for sale in Jamestown. This was the beginning of slavery in America.

THEORY AND PRACTICE.—1. In a recitation, the pupil recites (or otherwise meets tests) to show his knowledge or acquired skill; in a lesson, the teacher instructs or drills to impart knowledge or skill to the pupil. The first aim of the recitation is testing or examination; the first aim of the lesson is instruction. The recitation and the lesson may be combined in the same class exercise.

2. The first object of the recitation is to test the pupil's knowledge; the second, to test his skill in expression and execution; and the third, to increase his knowledge and skill by incidental instruction and drill.

3. The blackboard should be used in class instruction in writing to show correct forms and their production, and also to show what constitutes errors in forms and their evidence. The use of the blackboard in such instruction not only saves time, but it enables the teacher so to magnify forms as to make

their errors obvious. A skillful use of the blackboard also adds interest to a writing lesson.

4. The pronunciation of the syllables in oral spelling (1) assists the pupil in correctly pronouncing words, especially new words, and (2) it is also a good drill in enunciation and (3) an aid to correct spelling. The syllables should be pronounced separately precisely as they are pronounced when the word is spoken as a whole.

5. The comprehensive object of school government is the prevention of wrong doing. The objects subsidiary to this are, (1) the reformation of the wrong doer: (2) the deterring of the weak and tempted from wrong doing; and (3) the condemnation of wrong, the same being both a warning and a quickener of the conscience.

A POETICAL TRAMP.

Editor Clark County Record:—The following was copied from my blackboard on last Friday Morning, having been written by a tramp who had slept in the school-house Thursday night. I present it to you for publication just as it was written, capitalized and punctuated. The contribution of the wandering bard was caused by the fact that the handle of the shovel had been broken:

POETRY—BY ONE OF THE B'HOYS.

"I stopped all night at the school-house,
And while I was filling the hod,
I broke off a part of the shovel,
And ask pardon of you, and of God.
For I am sure that I love the young school-boys,
So handsome, young, blithsome, and kind;
And on purpose, I did not break a thing, sir,
For the boys' sake, my friend—do you mind?"

BY FRED F. WILLIAMS.

A lonesome, brotherless boy."

J. P. CARR.

The legislature of Wisconsin (vote of ninety-five to one) has just passed an act directing the State Superintendent to purchase 600 Webster's Unabridged Dictionaries to supply that number of its public schools, the other districts being already supplied by previous legislation.

DAVIES COUNTY.—A full report of the Institute held in Washington the first of September last, has just reached us, but as the date is so late we omit the report as furnished by the secretary, T. A. Crosson, and state that the Institute was one of much more than usual interest. Supt. Geeting announced his determination to grade the country schools, and the teachers seemed willing to second all his efforts.

SPENCER NORMAL.—R. Spear and O. P. McAuley will open a ten weeks normal at Spencer, April 13, 1880.

STATE ORATORICAL CONTEST.—The State oratorical contest will be held at the Park Theatre, Indianapolis, April 15th. The following colleges will be represented: Wabash, Hanover, State University, Asbury, Butler, Franklin, Purdue.

GENEROUS.—On Friday, the 12th of March, Prof. G. W. Hoss, of the State University, presented the colored school of Bloomington, of which W. F. and Mrs. M. A. Tiester are teachers, with a library of one hundred and fifteen volumes.

A GENERAL RALLY of the teachers of Marshall county will take place at Plymouth, April 10th. Pres. E. E. White, of Purdue, will lecture the evening before to teachers and citizens. Supt. Smart and other educators from abroad are expected to be present.

The National Normal "Reunion" No. 17, is at hand, and contains its usual amount of information interesting to old students and to those expecting to become students. The next "commencement" of the normal will be its *twenty-fifth* under its present principal, Prof. A. Holbrook.

BROOKSTON.—The Brookston Academy, under charge of A. H. Ellwood, will close the winter term April 1st and 2d, with examinations and a series of orations and literary and scientific essays by the high school classes. The work of the past year has been very successful and the school has been doing the best of work. Spring term opens April 5th.

A NEW INVENTION.—S. Brown Wylie, of the State University, has perfected a duplicating pad which is superior to anything of the kind yet made. The uses of such a pad, for multiplying examination papers, etc., are manifest to every teacher. A single writing will produce a hundred copies, and the copies can be made in 15 minutes.

PURDUE UNIVERSITY.—The work in agriculture includes systematic instruction and training, and a well-directed series of experiments in agriculture. An experimental field of ten acres has been surveyed and platted, and a portion of it put under experimental cultivation. It is proposed to make this field an "agricultural laboratory." A complete set of meteorological instruments has been purchased through the United States Signal Service Office, and careful weather observations began January 1, 1880.

"SOUTH-CENTRAL NORMAL," AT MITCHELL.—Arrangements have been made to establish a permanent normal school at Mitchell, under the name, "South Central Normal School and Commercial Institute." The first term will open April 6th. W. F. Harper, who established the Ladoga normal, and afterwards the Danville normal, has been elected principal, and will enter upon his duties at the opening of the school. Mr. Harper writes us that his health is very much improved, and that he is capable of doing better work than ever before, but possibly not quite so much of it.

Another trans-Atlantic cable, making the sixth one between the Old and New World, has been successfully laid. This cable runs to the Isle St. Pierre, near Newfoundland, and thence to Brest, in France. Our readers will remember that there are five other trans-Atlantic cables: one from Duxbury, Mass., to St. Pierre and Brest; one from Rye Beach, N. H., to Torbay, N. F., and thence to Ireland; and the other three from St. Pierre and Heart's Content, Newfoundland, to Ireland, one of them, at least, landing there at Valentia. One result of the laying of the new cable is expected to be a reduction of the rates for messages.

RULES.—The following is said to be a literal copy of rules posted up in a school house in the interior of Missouri: "Each pupil is required to make a bow on entering the School-House of a morning also leaving of Evening the School Room, there shall be no profane language used in the School or on the play ground nor there shall be no pin stickin pinchin, scratching, nor taggin, nor no fiting, nor no unesery whispering in scool. No Pupill shal leave the school House without the permission of the Teacher. No unesery moving from seat to seat. No fiting on the road from or to school, nor no nick-naming. Every pupil over eight years is subject to those rules and the teacher is to make the allowance for all Pupils under eight years and enforce the rules according. if any scholar breaks these rules tha shall be punished by switch-en."

PERSONAL.

D. S. Kelley and P. L. McCreary will conduct a summer normal at Evansville.

W. C. Washburne, assisted by F. E. Andrews, will open a 5-weeks normal at Charlestown, July 12th.

Mr. Seiler, superintendent of the Knightstown schools proposes to organize a tri-county institute during the summer vavation, to be held at Knightstown.

J. W. Legg, formerly Supt. of the Marion schools, is now Supt. of the Van Wert union schools, Ohio. His reports show his schools to be in good condition.

R. A. Townsend, principal of the high school, has been promoted to the superintendency of the Vincennes schools, *vice* T. J. Charlton, resigned. Mr. Townsend is a good scholar and a successful teacher.

F. P. Nugent has announced his intention to be a candidate before the Democratic convention of Owen county for Representative, and in a printed "platform of principles" says that he is in favor of "the abolition, in part, of the office of county school superintendent." The Journal hopes that Mr. Nugent will be defeated by some man who favors county superintendency as it is.

Miss C. Denbo, a teacher in the Logansport schools, died recently of scarlet fever.

Belle Fleming has been elected principal of Vincennes high school vice R. A. Townsend, *promoted*.

J. C. Comstock, former principal of the Martinsville (Ill.) schools, has been elected to a place in the Logansport schools.

T. W. Field has been added to the corps of teachers at the Ladoga Normal. Mr. Field has the energy and spirit that make a live school.

Prof. T. J. McAvoy, who teaches elocution and the drama, has removed his room to No. 64 Fletcher & Sharpe's Block. He will give public readings if called upon.

J. R. Nixon, who for the last year has had charge of the Brownstown schools has removed for the present to Warren, Penn. His success at Brownstown was marked, as it is wherever he teaches. He will perhaps return to this State to teach next year.

T. J. Charlton was honored with a grand reception before leaving Vincennes to take charge of the Reformatory school at Plainfield. Some of the leading citizens made speeches, and Mr. Charlton was the recipient of a fine gold watch and chain.

D. W. Thomas, Supt. of the Wabash schools, is being urged by his friends to make the race for State Superintendent. Whether he has consented or not we have not learned. Mr. Thomas has made good schools at Wabash, and would do good service wherever he might be placed.

John Cooper, for some years past Supt. of the Richmond schools, has consented to the use of his name before the Republican State Convention for Superintendent of Public Instruction. Every body who is acquainted with Mr. Cooper knows him to be a good superintendent and a good man.

Frederick Treudley, recently elected Supt. of the Union City schools, was married March 30, to Miss Mary H. Moss, daughter of Dr. Moss, Pres. of the State University. Mr. Treudley graduated at the University, and has now taken his *second degree*. The Journal thinks Miss Moss has done well—it knows Mr. Treudley has.

BOOK TABLE.

Hours of Recreation is the name of a new monthly magazine, well filled with original and selected matter. T. S. Denison, Metropolitan Block, Chicago, is editor and proprietor.

Golden Days is the name of a new juvenile paper just started in Philadelphia, James Elverson, publisher. The numbers before us are well illustrated and filled with good healthy reading for boys and girls. The Journal welcomes every such paper, and wishes it abundant success.

Oriental and Biblical Journal is the name of a new quarterly, edited by Rev. Steven D. Peet, of Clinton, Wis., who is also editor of the *American Antiquarian*. Any one interested in the latest researches in all oriental lands will value this magazine.

Harpers' Weekly is without question the best paper of its class in this country. One-half of it is extensively illustrated, there being usually two or three full-page cuts, all done by the best artists, that money will supply. Thomas Nast, the most celebrated comic artist in the world at the present time, is in the employ of the Harpers and gives them all his time. Every Weekly contains one or more of his inimitable cartoons which alone are worth the price of the paper. The inside of the paper contains solid reading, and is ably edited by George William Curtis.

Harpers' Bazar is the standard for the fashions of this country, and is especially prized by the ladies. It is profusely illustrated. Besides the fashions, patterns, cuts, etc., it contains much excellent reading matter. Both the Weekly and Bazar are published by Harper & Brothers, New York.

Scribner's Monthly, published by Scribner & Co., New York, has recently been pronounced by high English authority "the literary success of the century." It has the largest circulation of any monthly magazine in the world. It is now "booming" on its *second hundred thousand* in this country, and has a circulation of 10,500 in England. This large and increasing circulation is an unmistakable evidence of real merit. The best writers of the country contribute to its pages, and its extensive illustrations are works of art.

Easy Lessons in Popular Science—By James Montieth. New York and Chicago: A. S. Barnes & Co.

We have examined this little volume of about 250 pages with more than ordinary pleasure. It seems to us to be a capital little book. It treats in a simple but clear way all natural phenomena and the natural objects about us, including the following topics: Ocean, vapor, rain, air, wind, mountains, volcanoes, geysers, springs, rainbow, water-courses, salt works, some of the principal facts in regard to geography, botany, zoology, natural philosophy. The book is valuable in the family, in the school, and especially in the hands of a teacher who wishes to give oral lessons.

Addresses and Proceedings of the National Educational Association for 1879—together with Circulars of Information from the Bureau of Education, also the Proceeding of the Department of Superintendence of the National Association for 1877.

In this National Association are included the departments of Elementary Instruction, Normal Schools, Higher Education, Industrial Education and Superintendence, and last year in connection with it met the Spelling Reform Association. In all these departments the live questions of the day are presented and discussed by the best educational minds in the country. The volume should be in every teacher's library. Enclose \$2.00 to D. W. Henkle, Salem Ohio, and get a copy, pre paid. You will not regret it.

A System of Normal Science—By Laurens P. Hickok, D. D., LL. D. Revised with the co-operation of Julius H. Seeley, President of Amherst College. Boston: Ginn & Heath.

Hickok's Moral Science has been before the public for a quarter of a century, and its popularity to-day attests its superior merits. The "revised" volume before us is simply the original book with a few transpositions, a few recast passages to render them more clear, a few apparent contradictions explained, and some additions. President Seeley has improved the book wherever he has touched it. His sentences are less involved and his style more direct than that of the original author. The old book was good, but the new is better. The book is designed for college use, but is profitable reading for any teacher.

New Elementary Algebra—Designed for high schools and academies. By Shelton P. Sanford, A. M. Philadelphia: J. B. Lippincott & Co.

A more beautiful text we have not seen than is presented in the above book. It covers about what is covered in elementary works on this subject, but special attention is given to notation, simple equations, and radical quantities, these lying at the foundation of the science. Each subject is presented in such a clear, natural, logical order that any ordinary mind can easily follow the steps, and to most persons the study will not only be understood, but become attractive. Any teacher of Algebra will find this book a suggestive helper. Examine it.

Early Methodism in Indiana—By Rev. J. C. Smith. Indianapolis: J. M. Olcott, Publisher.

This is a book of Reminiscences, including sketches of various prominent ministers, together with narratives of women eminent for piety, poetry and song. It also gives descriptions of remarkable camp meetings, revivals, incidents, etc. An appendix is attached containing essays on several theological subjects. After a biographical sketch of the author, chapter one is entitled "The Field of Action," with sub-heads like the following: Indiana Fifty Years Ago, Period of Heroism, Corduroy Roads and Railroads, Antidotes to Dyspepsia, Cow Paths, Blazed Trees, Sleeping Accommodations, One Room for All, Way of Doing It, etc., etc. The whole work is filled with incidents that lend a charm to each character and each subject. The book is of special interest to members of the Methodist church, and of general interest to all who wish to gain a good idea of the country, people, manners, customs and religious forms of "ye olden time."

A Brief History of Roman Literature—For schools and colleges. Translated from the German of Herman Bender, by E. P. Crowell and H. B. Richardson, Profs. of Latin in Amherst College. Boston: Ginn & Heath.

This little book is comprised in about 150 pages, and is, therefore, a mere manual or hand book. It contains in a condensed form what will serve as a basis for lectures and study. It will doubtless prove very helpful.

Popular Astronomy—By Simon Newcomb, LL. D. New York: Harper & Brothers. A. C. Shortridge, Indianapolis, agent for Indiana.

The above volume contains 571 pages, 112 engravings, and 5 star maps. It is printed in large clear type, and the illustrations are clear and simple. The author has treated very fully the historic and philosophic sides of the subject, and condensed somewhat the purely technical side. Technical terms have been avoided as far as possible, and a full glossary will cover the ground of the few necessarily remaining. The popular manner in which the subject is treated will make it an attractive book both to teacher and student, and even an interesting book for family reading. The most of the work is brought within the easy comprehension of the ordinary student. The work deserves and will doubtless command the attention of all teachers of this branch of study.

Camps in the Caribbees.—The Adventures of a Naturalist in the Lesser Antilles. By Frederick A. Ober. Boston: Lee & Sheppard.

The islands referred to above extend between Porto Rico and Trinidad, distance of 80° of longitude. The archipelago contains the loveliest island in the western hemisphere, and some of its settlements ante-date Jamestown and Plymouth. The interior of many of these islands is as wild to-day as when Columbus first crossed the ocean. In 1876 the author of this book, under the auspices of the Smithsonian Institute, undertook the exploration of these islands with the special object of bringing to light their ornithological treasures. He spent two years in his work, and the book is the result of his observations and experiences. He traveled through the islands, penetrating their dense forests and noting whatever would attract the attention of a naturalist. Not only the birds, but all kinds of animals, insects, plants, natural scenery, come in for their share of attention. Also the inhabitants, with their appearance, habits, and conditions, occupy their full share of his space.

Altogether the book is both interesting and instructive. The literary work is not equal to that of our best authors, but passable. The book is profusely illustrated from original photographs "taken on the spot," is beautifully printed and handsomely bound. Lee & Sheppard generally do this kind of work.

Short Studies of American Authors—By T. W. Higginson. Boston: Lee & Shepard.

This little book contains but sixty pages, and more's the pity. When one has read it through, he can but wish that Mr. Higginson had written sketches of all our leading American authors. He has here treated but six, viz: Hawthorne, Poe, Thoreau, Howells, Helen Jackson, and Henry James, Jr. No American writer employs a more pleasing style than Mr. Higginson himself, and these sketches are delightful.

Higginson's United States History for Young Folks is the best of its class yet written.

Transactions of the Indiana Horticultural Society, being the nineteenth annual sessions, held at Dublin, Wayne County, December 16, 17, 18, 1879.

The 254 pages in the volume are filled with matters of much interest to the horticulturist, and contain a great deal that is of interest to the general farmer. A marked feature is the extensive report on "The Birds of Indiana," by Prof. A. W. Brayton, of the Indianapolis high school. Keys and specific descriptions are given to about 200 of the 300 birds that are either native or transient in Indiana, the more rare ones being omitted. This furnishes a practical handbook that will enable a person to easily recognize and name most of the birds. The appropriateness of a treatise of birds in a horticultural report will be easily seen, when it is known that but few birds disturb fruit, and that they destroy millions of insects, which are the horticulturist's greatest enemy. Birds are the farmer's and gardener's best friend, and should be so regarded.

Meservicy's Book-Keeping—Single and Double Entry. Boston: Thompson & Brown. Western agent, Thos. H. Bush, 70 Metropolitan Block, Chicago.

This is an elementary treatise on book-keeping, and is designed to give all the information desired for transacting ordinary business. It is concise and clear, and in its forms is superior to any other book we have examined. It is especially adapted to use in common schools. The importance of the subject needs no urging—all admit it.

Analysis in English Grammar—By W. F. L. Sanders.

Mr. Sanders, last year of Bloomington, now of New Albany, has issued a little work on "analysis" that will certainly prove very helpful to teachers. While there is danger of carrying this subject of analysis too far, there is also great danger of not carrying it far enough. A convenient and neat form for analysis brings into use the eye, which is always an aid to the memory. Whatever is clearly represented to the eye is more easily grasped by the mind. The "forms" in this book are good, and the variety of examples ample.

Words, and How to Put them Together—By Harlan H. Ballard, principal Indianapolis, agent for Indiana.

This is a little book of less than 100 small pages, and yet it contains a great deal of high school, Lenox, Mass. New York: D. Appleton & Co. Hiram Hadley, deal. It is devoted chiefly to developing the ideas of the different parts of speech. This work is done very simply and yet very skillfully, keeping constantly in view that fundamental idea that underlies all good primary teaching, viz: *ideas before words*. It also treats in a simple way capitals, punctuation, how to write a composition, how to write a letter, a sentence, etc., etc.

The chief merit of the book is its suggestiveness and its simplicity combined with the methods of developing healthful, independent thought on the part of the pupil. It is intended to precede all other text-books on language study. It is a crystalization of oral teaching. It will prove a valuable help to primary teachers.

Wide-Awake.—This beautifully illustrated two-dollar magazine for boys and girls still makes its appearance regularly and is certainly a well-spring of joy to every household that it visits. Its illustrations are numerous and by the best artists, and its reading matter is by the best writers—chaste, instructive, entertaining, elevating. Published by D. Lothrop & Co., Boston.

BUSINESS NOTICES.

The Ladoga Normal has a greater number of students in attendance *now* than ever before.

THE UNION SCHOOL FURNITURE CO. advertises on the second cover page a school desk that is unique and worthy the careful examination of teachers and trustees.

Read the advertisement of the Central Indiana Normal College, Ladoga, and judge of its enterprise.

T. W. Fields, associate editor of the Common School Teacher, has been added to the faculty of the Ladoga Normal. Mr. Fields is a true normalite, and experienced educator.

Prof. T. J. McAvoy, who has a school of elocution in Fletcher & Sharpe's Block, Indianapolis, will engage to do Institute work on reasonable terms, and give public readings or lecture in the evening if desired.

The Spring Term of the Indiana Normal and Business Institute, at Marion, will open in the New Building, April 12th, and continue eleven weeks. T. D. Tharp, principal.

Dr. TOURJEE makes on another page his Grand Excursion Announcement for 1880. All travel and hotels are to be first-class, and more is offered than ever before. See advertisement.

ATTENTION!—Deputy Organizers Wanted! The U. L. A. of O. need organizers for all parts of Indiana. Only intelligent and respectable men need apply.

C. W. OAKES, Gen. Organizer, Indianapolis, Ind.

BUTLER UNIVERSITY NORMAL SCHOOL.—Jas. A. Young, formerly superintendent of Fountain county, and entirely familiar with the needs of teachers, will open a normal department in connection with Butler University, at Irvington, April 5. The prospects for a large school are reported as very flattering. The facilities afforded by the college library, apparatus, etc., will give it an appreciable advantage over most other schools of this kind. For particulars see advertisement in March Journal.

CEDAR SPRINGS HEALTH RESORT.—Near New Paris, Ohio, are the celebrated Cedar Springs. A large and commodious hotel has been erected, and owing to the superior medicinal qualities of the water it has become a noted place as a summer resort. Teachers will find this a good place to rest and recruit. The hotel and bath house will open April 15th. For particulars address Dr. A. F. Halderman, proprietor.

Granger & Davis, publishers of Houghton's Wall Chart of United States History, Literature and Geography, are pushing their business as no other publishing house in the State is doing. The firm represents the three requisites to success, viz: capital, brains, energy. They are making a wonderful success of Houghton's Chart, which they advertise in the advertising department. See what they say of it.

EMPLOYMENT FOR TEACHERS DURING THE SPRING AND SUMMER VACATION.—Having recently made very valuable additions to our list of Standard Library Works and Subscription Books, we offer to Teachers a rare opportunity for lucrative employment during the spring and summer vacation. All who desire to sell books, globes, outline maps, charts, etc., are requested to correspond *at once* with the undersigned. We want at least one agent in every county. Address J. M. OLCOTT, 36 East Market st., Indianapolis.

Prof. E. E. SMITH, Principal of the Academy of Purdue University, will do Institute work during the summer vacation upon reasonable terms. His lectures will embrace work in Physical Geography, Physiology, English, History U. S., Theory and Practice, &c., &c. Evening lectures if desired. Address at Lafayette, Ind.

THE CENTRAL NORMAL COLLEGE, DANVILLE, INDIANA.—Prof. Hamill, A. M., of Chicago, the famous elocutionist, has begun his extended course of lessons in elocution in the Central Normal College. The course is **FREE** to all, and has called forth numerous commendatory remarks on the enterprise manifested by the institution in securing the ablest teacher of elocution in the land. The course may be commenced to advantage April 20th.

Dr. Tingley's Laboratory for the manufacture of apparatus is a feature of special interest. The students are making for themselves, by the aid of Dr. T., electrical machines, gyroscopes, and many articles of use to a teacher. The school has large libraries, cabinets, chemical and philosophical laboratories, and many other features of great value.

The C. N. C. is believed to be the only *school* in the country in which telescopes, air-pumps, and electrical machines can be made.

The enterprise, facilities, economy, and the almost universal success of the students have conspired with other things to make the Central Normal the most popular school in Indiana.

While these new and attractive features have been added, still greater care has been bestowed on the common branches, and the theory and practice of teaching. The best force in the school is employed on these branches.

SUMMER SCHOOL OF ELOCUTION

BY S. S. HAMILL, A. M.

Author of the Science of Elocution, will open June 10, 1880, for a term of ten weeks, at 710 West Monroe Street, Chicago, Ill. One hundred and twenty lessons, two lessons per day, \$30.

☛ Ten lessons in elocution, and how to teach them, sent **FREE**. 4-2t

Agency D. APPLETON & CO., Indianapolis, Ind.

ELEMENTARY HISTORY OF THE UNITED STATES.

An easy and interesting book of 202 pages, with a full Chronological Record, the Declaration of Independence, and Constitution of the United States. The style is wonderfully attractive; the sentences are short; the central fact of any paragraph is so stated as to be easily grasped, remembered and restated by pupils. It is all the History needed for one term of our common schools and makes an excellent intermediate Third Reader. Introduction, 45c.

QUACKENBOS' NEW AMERICAN HISTORY, for Schools.

This is a book of 306 pages of text proper; with tables following the text showing first Settlement, Date of Admission, Area, Population and Electoral Votes of the several States. Also Leading Dates, Declaration of Independence, Constitution of the United States, systematic questions on the text, and two pages of Divisions in American History. With a clear, attractive style. Analytical Reviews and thirty-nine maps, it is really an unequalled text-book in United States History. Introduction price, 85c.

SCHOOL HISTORY OF THE WORLD, J. D. Quackenbos.

This is a rare book of 473 pages, containing eighteen colored maps and numerous engravings. It is not a mere compend of statistical rubbish, but a charming work, portraying the manners, customs and social life of nations, their progress in science, literature, and the arts, discovery, invention and civilization. Introduction price, \$1.00.

A sample copy of either of the above will be sent to teachers for examination on receipt of introduction price. This will be refunded in case of adoption and a fair order sent me for introductory supply.

Write me concerning any other school book you want.

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8. There are but six numbers in the Series, instead of from twelve to fifteen as in other series.
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The use of the Model Copy-Books cannot fail to secure great success in teaching penmanship, and those who have been wedded to the old methods are respectfully invited to examine this series, which in all respects may be called a "model" one. Address,

HIRAM HADLEY, Agent for D. Appleton & Co.,

INDIANAPOLIS, INDIANA

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No. 5.

HOW TO MAKE SCHOOL ATTRACTIVE.

MARY H. KROUT, CRAWFORDSVILLE.

ALL things that attract us respond to some natural taste or need. People are irresistibly drawn toward the things they like and enjoy, and these are the outward evidences of their mental and moral condition. One class of men seek gambling halls and whisky shops, a second frequent libraries and lecture rooms, while a third prefer the quiet and privacy of home.

All people who come into contact with the masses, either as their servants or to be served by them, learn to study human nature as they study books, seeking reasons for its impulses, motives, and for its actions, and are thus enabled to control that mysterious power called public opinion.

They discover what will lessen or increase this power, what will give pleasure or displeasure, what will elevate or debase, and can inspire the masses with enthusiasm, energy, and ambition, or discourage and weary them at will, playing upon their nature as the musician plays upon the instrument he has mastered.

This is especially true of teachers—whether teachers in public schools or colleges. Children have keen perceptive faculties, and while they speedily recognize ignorance, vulgarity, pretension and moral weakness, even though ignorant, vulgar, pretentious and weak themselves, they as readily acknowledge and

submit to authority that is based upon correct principles. The first requisite then to render a school attractive is a teacher capable of attracting.

When we reflect upon the number of ill-bred and ignorant people, who through sordid motives aspire to wield the ferule we need not wonder that the children should sigh for the advent of some compassionate Pied Piper to lead them away into a country of long and delightful vacations. Still, it is not an easy matter for those to whom poverty, hard work, sorrow and care have brought wrinkles, grey hairs, and sharpened features, to be at all times outwardly attractive.

A teacher's life tends to exhaust patience and to spoil amiable dispositions. Yet the features of most persons can be under absolute control, and with a sufficient effort the forehead can be kept clear of frowns, the mouth prevented from curving downward, and an expression of gravity be assumed instead of one that betrays inward "hatred, malice, and all uncharitableness. It is not pleasant to sit opposite a sour, gloomy, scowling face; such a spectacle is calculated to irritate the most even tempered school or out of it—and will not fail to rouse the combativeness of the pupil who shares his teacher's ill humor.

Neat and becoming dress does much to render a plain person less homely. Rags and dirt are very often emblematic of mental and moral poverty and laziness as they are of physical want. A slovenly teacher is a reproach to the profession, and the board of trustees who dismissed a teacher that insisted upon substituting pins for buttons, and that might have used the front of his dress in an object lesson on food, deserved the thanks of the community in general. A soiled or ragged garment is inexcusable, and no school will be attractive where the teacher is forgetful of personal appearance. There are of course limits in the matter of dress as in all things terrestrial, and extravagance is as much to be avoided as carelessness and untidiness; but clean dress, irreproachable cuffs and collar, and a serene countenance are within reach of the poorest.

It need not lessen a teacher's authority or influence if a mistake has been made, to beg a child's pardon as courteously and honestly as she would ask pardon of the man or woman she has wronged. Most children forgive readily, and in such a case forget the injury, where otherwise it would have been remembered.

bered for years. Children appreciate politeness, kindness and justness, and the rudest will hardly fail to obey a quiet request, where he would rebel against a surly command.

It is impossible to create an interest on the part of others in work against which the teacher rebels and to which she goes unwillingly. Such teachers degenerate into drudges, and deal with the minds committed to their charge as the slatternly servant does with the tasks she finds distasteful in the house to which she brings waste, disorder, and discomfort. Any kind of work can become menial if we are unable to recognize in it nothing higher than a dull, wearisome routine from which we only wait to be liberated by some lucky chance of fortune.

The requisites necessary in the teacher therefore, are cheerfulness, neatness, and willingness. Besides these she should have a thorough knowledge of what she proposes to teach and a fund of general information that she should draw from at every opportunity. She who is a slave to her text-book, who knows little beyond the six common branches, even if she is thoroughly versed in them, soon exhausts her resources.

An interesting fact concerning a city or country in the geography, a short sketch of a foreign people, their dress, customs and manners, will interest the most indifferent and remove from the minds of all the pupils the erroneous impression that maps are mere irregular shapes, crossed by black lines, variously colored, with hard names appended thereto.

Sentences in grammar can be varied by forming original ones upon everyday topics, or from books that are familiar to the pupils.

Recitations are apt to become monotonous and tiresome, and the only remedy for this is to allow a portion of the time for a general discussion of the lesson; a good many original ideas can be brought out, as children usually think more deeply than they are credited with doing.

There are children who have had all their lives refined associations, careful and intelligent parents, and can easily be controlled; but there are others who come from hovels and alleys who have known nothing but want and wickedness all their lives, the filthy rags that cover their bodies being emblematic of their moral and mental condition.

It is in dealing with the latter class then, that a teacher needs

to summon to her aid all the tact, patience, and wisdom she possesses. It is not always easy to be forbearing with a child whose mind has been degraded by bad teaching, and whose moral sensibilities have been blunted by life-long association with vice. To a pure and noble nature, untruthfulness, dishonesty, cruelty, and baseness are naturally repellent, and while a teacher may pity a bad child—she shrinks from a closer contact with it—an immortal soul is worth saving, a mind is worth enlightening, both for its own sake and for the sake of the world to which it may ultimately bless.

The children of the ignorant poor are usually wholly untrained at home. It is folly to expect such children to submit to regulations and rules without murmuring and be content under the severe discipline of the public school system.

We may endeavor to disguise it, but it is nevertheless a fact that for both pupils and teachers there exists in the school room only a modified form of liberty; all wills must subserve the highest, and it is often the hardest duty of the teacher to make submission to authority a pleasant substitute for undisturbed freedom.

This requires, first, sympathy and a desire to help; then a wish to please and interest; and last, a determination to do under all circumstances what shall conduce to the highest good of the whole school.

It is an unreasonable thing to expect as much from the child who has always been subject to wise and firm control as from the ungoverned and neglected. And it is a serious fault in our system that our public schools recognize and adapt themselves to but one class, making no allowance for the needs and necessities of the second and by far the larger class. It is best to accustom such children to obedience gradually. To hold up a number of rules, with appertaining penalties, either discourages the child that may in its blind way be trying to obey, or develops in it a spirit of rebellion.

First exact submission to the most important, insist upon quick diligence, and at least outward respectfulness, remembering that if the child is mentally deficient he is not responsible, and for him even half a lesson is better than nothing. When this has been accomplished the discipline can be gradually increased until he submits to every requirement without a murmur.

It is true that a teacher who controls her school by inspiring her pupils with love and respect controls it most absolutely. But it is a mistake to suppose that the love and respect of a child may be won by giving it unlimited liberty. It is a peculiarity of children's nature that they esteem those whom they must obey, if their superiors are worthy of respect. Laxity of discipline they consider a proof of a teacher's weakness and inefficiency; even the dullest will comprehend that order is the source of all excellence in school work.

Cheerful surroundings have a strong influence over children, as they have over older persons. Those who come from pleasant attractive homes find in a dirty, disorderly, and dreary school-room a disagreeable contrast.

I remember once hearing a child who was naturally tidy and fastidious say that "she hated school because the black-boards were always so dirty." The remark called up the picture of an expanse of dusty black-board, smeared with chalk, and covered with half-erased problems, whose scrawling figures bore as much resemblance to Egyptian hieroglyphics as they did to the characters used in Arabic notation; erasers lying about in slovenly disorder; the floor strewn with nut-shells, scraps of paper and apple-cores. And the teacher who is careless in regard to her surroundings will be careless about her teaching. People have one method of doing everything they undertake, and the proofs of their efficiency or inefficiency are seen in their dress, manners and dwelling-places.

To the children whose homes are wretched and squalid, a cheerless school-room is as unattractive as it is to the more fortunate. Such children therefore, even more than more favored ones, need bright and pleasant things about them. A few flowers, a few pictures, which need not be bad because they cost little, are within the reach of all.

Teachers as a class are too poorly paid to afford much for the decoration of their school-rooms. Whenever it becomes necessary to retrench, that needless street improvements may be made, or that the city wood measurer, gas inspector, or alderman may have his pay increased, the teacher's salary is sacrificed. Add to this the fact that few are paid by the year, and that nine out of ten have others dependent upon them, and their meagre earnings will barely buy for them food and clothing.

But there are many attractive things that require nothing but a little work and a little exercise of good taste. There are some children who can be interested and kept in school by assigning them some little task to perform every day—the charge of pens or pencils. I knew of one boy who had been an habitual truant, who was completely subjected by being given the care of a half-dozen plants.

The work in which the teacher is engaged calls for the exercise of the highest faculties of mind and heart. The future welfare of the nation depends upon the use she makes of her opportunities, for the country now demands educated men and women to fill her offices of trust.

The morning of our national era has passed, and as the light deepens into noon, error and ignorance stand revealed in their true repulsiveness. The day is coming when the men and women who shall make and revise the laws must bring to their aid cultivated minds, incorruptible morals and pure principles. It remains with the teacher to instil into the minds under her care ideas that shall be productive of good, and not of evil, when the time comes for the children to assume the responsibilities of men and women. Few who are working with this in view may live to see the reward of their labor. Yet that reward which shall be the advancement of a higher civilization than has yet been known is sure, and the nations of the earth shall "rise up and call them blessed."

A FEW WORDS OF ENCOURAGEMENT.

MARY LUCAS, GROVES, IND.

IT is said that a teacher should possess the wisdom of Solomon, the patience of Job, the experience of the oldest man that ever lived, a Newton's power of application, and a Bonaparte's ability to see and do and hear everything at once. In addition to this he must be as cultured as an author, as witty as Shakespeare, as polite as Chesterfield, as graceful as Apollo, and as good as the best man that ever lived. All for forty dollars a month! I do wonder what people would find to say against

such a teacher as that. They would be sure to find some flaw. The most remarkable feats of inventive genius which it has ever been my privilege to witness have been inspired by a desire to oust a teacher. His power to retain a situation often depends far more upon his qualifications as a peace-maker than a teacher. A petty neighborhood quarrel is often the sole and only cause for the removal of a teacher whose work is acknowledged by the complainants themselves to be good. In a situation of this kind one of two things is necessary in a teacher. Either he must, by his superior wisdom, effect a reconciliation between the contending parties, or he must take one side or the other in the quarrel, no matter how little it is, and know how to get a majority of his patrons on his side. The first is difficult of accomplishment in any case, and impossible if either party is afflicted with ignorance, which is sometimes the case. Ignorance does not always consist in not knowing what is in the books. There is an ignorance of moral principle, which is far worse. It is too sadly true that this kind is quite as common as any other. If a teacher should succeed in getting a majority he generally considers himself very fortunate. Majorities are nice to have. They put men in office and elect school teachers. Of course, in a district where there are just two classes, which is always the case, and the wrong class in the ascendancy, which frequently happens, the majority man is sometimes obliged to be a little ashamed of some of his constituents. But, then, they all do it—or, well, *nearly* all. Getting a majority is wise. There is no question about that. But it is our business, or at least we claim it as a part of our business, to elevate the standard of morality in the communities where we find ourselves. To take the side of farmer Slack against Brown in their dog quarrel, and get half of the neighborhood into a muddle about it, does not seem to me very elevating, "Anything to be successful," some one says. Well, and I say, anything right to be successful in the right way. But there is quality in success as well as in everything else. Yes, and there is quality in failure too. A failure is infinitely better than a success sometimes. A great man once said, "I would rather be right than be President." This is the principle which should animate a teacher. And if such a sentiment rules his own actions, he can not, if he would, avoid teaching it to his pupils. This is just what we want—

teachers who will call everything good or bad by its proper name, and hold it up in its true colors before his scholars. A teacher who hates a lie himself will be certain to make a lying boy more ashamed and afraid to tell a falsehood than he ever was before. One who is himself earnest in the discharge of his duties will inspire in the greater number of his pupils a desire to do well all that they undertake; and one who is ambitious will soon have them undertaking all that they can do well. So, in order to be successful, a teacher must be as energetic as a politician, both in school and out of school; in school, to inspire his pupils to the highest possible degree of effort; out of school to get majorities.

But even wisdom, energy, and a first-class education will not make a teacher. Something more is necessary. He must be master of words and possess the power of illustration to such an extent that, failing in reaching the apprehension of a dull pupil in one way, he can readily try a different plan. The dull pupils give us the hard part of our teaching. The bright ones will get along pretty well, even if they are bent upon mischief half their time; but a dull scholar often needs to be lifted, like a feeble child, over some difficult point in a lesson. If the teacher displays any degree of impatience, or seems inclined to ridicule the pupil's want of capacity, his power to learn is lost in his sense of pain. To lead successfully the youthful mind, whether bright or dull, up the hill of science, a teacher must be firm, but gentle; and his heart must be full of a strong, genuine love of humanity, and a desire to make it better. Great minds are thoroughly unselfish. Many of those who were instrumental in bringing humanity up from the darkness of ignorance and superstition to the broad, pure light of reason and revelation, perished beneath the ruins upon which our great men have climbed to their present heights. They were teachers in the highest and best sense. And though they perished ignominiously, how grandly successful were their lives! Perhaps many of them died believing only in their own failures. It is our privilege to be instructed by their experience, if we are capable of receiving instruction.

Not only the minds and bodies of our pupils are committed to our care, but their moral nature too. The coming great men and women are in the hands of parent and teacher. Do w

realize our trust? We talk about it and write about it, but do we think in a rational way about it when we are in the midst of our work in the school room? What will our little world say about us when we are gone? Will our lives be deemed failures by our successors! These are questions which are constantly presenting themselves to the mind of the thoughtful teacher. The answer will be heard by the coming boys and girls, but they will be inscribed upon the page of history by our actual daily, hourly work in the school room and in the community. We can not be too sure, then, that it is of the best quality.

Who can compute the results of one mistake? A whole life work has been spoiled by a few faults in the early education of the individual. Who can say that a nation's hopes may not be wrecked for a time if he who should become its revolutionist is spoiled in school by false teaching? We live in an age when everything is thrown into Reason's crucible, and all that does not stand fire is thrown away as worthless. To teachers is allotted the task, largely, of teaching young people how to talk up a subject, analyze it, weigh it, and assign it to its proper place among other subjects. They must be taught how to detect error, and to abhor it when it is detected. Of the making of books there is no end, but there is an end to reading them; and the danger is that in this sea of literature—good and bad—useless, if not absolutely hurtful, selections will be made.

To the teacher, in conjunction with the parent, falls the duty of teaching young people how to select proper reading matter. In the selection of a profession or trade, too, scarcely any one can tell better than a teacher in what department in life a certain boy or girl will be apt to be successful. Parents and teachers should always work in harmony or there is danger that they will destroy each other's work. Teachers should visit parents and make friends with them, and here come in their social qualities. They must be able to talk intelligently upon the topics of the day; and they must be equally able to talk about hogs and corn, if that subject should come up. In fact a teacher must be ready for any emergency. He must, if he is successful, please everybody—parents, teachers, officers, and especially the public benefactors, who have charge of everybody's reputation except their own.

No one needs the general good-will so much as the teacher

and nobody in the world gets so much of the general ill-will. Try as he will, somebody stands ready to take the woe off by saying unjust things about him. He has this consolation, however, if he is conscientious, and does all God has given him power to do earnestly and faithfully, his efforts will, in the end, be measured by a standard of eternal justice.

In the great day when the final reckoning takes place, teachers will surely receive honorary consideration, and be placed in school rooms full of little cherubs who always have perfect lessons and never do anything naughty. No, no; we will not teach them. We will all be learners, with a teacher who will never be tired, will never show partiality, but will lead us all "in green pastures and beside still waters," and will teach only the science of being eternally sinless and happy.

HOW?

ANNA C. BRACKETT.

THE answer which a pupil gives a teacher in recitation does not express method but result. The answer may happen to be correct, and yet the method of arriving at it may have been entirely wrong. This is often true in arithmetic. In a translation lesson, also, the pupil may make a good appearance, and yet his whole method of working may have been radically wrong.

Well-meaning but unreflecting parents often help their children in their translation lessons by putting together for them the words, the meanings of which the child has looked out and written down. Of course nothing could be more absurd than this. For what possible mental growth can come to any one by laboriously hunting out meanings of words from a dictionary. To acquire a vocabulary of a foreign language, or of our own is certainly necessary if we have to use it, but to acquire a lot of synonyms, each corresponding couple being distinct from any relation to other words, is an exercise of almost no value.

It is a mere difference of quantity, not quality of mind, between a parent and a child who does this. A parent can easily

be taught to say "hand" when we say *manus*, and "see" when we say *videre*.

If the child can learn more couples of words than the parent can, it simply follows that he has more associative faculty than the parent, but not that he has any more reasoning faculty. Now if in preparing a translation lesson, the pupil begins, as eight out of ten do unless they have been better taught, by looking out the meanings of the words in the order in which they come in the sentence, and then tries afterwards to see in what possible way these words will make sense, his translation lesson is doing him no good.

And the reason why so many college-educated men declare that the time they spent over their Latin and Greek in college, and in preparation for it, was worse than wasted, is, that much of that work was done in that way.

The colleges are very apt to complain of the kind of work done in the lower grades of schools. But after all, is it not the colleges that are responsible? Do they not set the standard of teaching? Do not the other schools tune their work up to the pitch of the colleges?

Whose fault would it be, supposing that Harvard and Yale were to set before their students no examples of really good teaching? Supposing that the students in these institutions were brought into contact with learned men, as professors and well-informed men or tutors, but that neither the professors nor the tutors were teachers. And by teachers I mean those who concern themselves more with the *How* of the student's work than with the results; more with the road by which he has come than with the point which he has reached. Supposing, then, that they had no real *teachers*, what kind of teachers are the students to make who go out from these institutions and work for two or three years as principals of High or Grammar Schools, not because they mean to make a success as teachers, but because they want some money to help them on the road to Medicine, Law or Theology?

Nothing is more shameful to the schools of the country than the short terms of teaching of the men engaged in the work. They take up the work as a means, not as an end. They, following the example of the colleges from which they came, do not teach, but "hear lessons." They hold the position of Prin-

cipals of High or Grammar schools. What can be expected of the assistants, down to the lowest room of the Primary school, but a willingness to accept results and a total neglect of the methods by which the pupil arrives at these results? Thence come struggles for percentages. Thence come exhibitions with all their shame. Thence come want of any thorough preparation of our boys and girls for practical work. Thence comes the great dissatisfaction of the public with results.

Now, if the public were all as wise in their dissatisfaction as C. F. Adams, Jr., and would not attempt to remedy the trouble themselves, but, confessing their own ignorance of the science of education, would put the matter into the hands of trained experts in that science, and not into the hands of fresh college graduates, they would find less fault in a short time.

But we charge the main failing in methods of teaching to the highest institutions in the land. The real trouble—for it is real—came from above, down, and not from below, up. The primary school teaching is defective because the college teaching is defective, and not the other way.

And when our colleges will begin to teach instead of lecturing or hearing recitations; when they will concern themselves more about the method of the student's work than about the dead results, then, and only then, shall we have anything worthy of the name of real teaching in the common schools of the land.

But meantime how many teachers will inquire into the method of study of their pupils? How many seek to do something more in the recitation hour than just to demand results?

EXAMINATIONS IN ONTARIO.

S. H. WHITE, PEORIA, ILL.

THE following questions may be suggestive to the readers of the Journal beyond the average of their kind. By way of explanation it should be said that in all the public schools of the province the course of study is the same, and is regularly graded, each class being characterized by the reader it uses. Pupils pass from one class to another only by careful examination. At ce

tain points in the course, as at admission to the high school, the questions are made out by the department of education and the answers are marked by it, so that there is a quite uniform progress in educational work throughout the province. In the ordinary examination the teacher in the country school is left quite independent. His work is subject only to examination, and his promotions to modifications by the county inspector at his semi-annual visit.

These questions were used at the recent Christmas examination of classes passing from the second to the third reader in the schools of Hamilton, which justly have a reputation for thorough work.

READING.

Page 160 II. Reader, from "Quick as thought," to "Had saved his life." Value 30 marks—1 to 5 for natural tone of voice; 1 to 5 for articulation and emphasis; 1 to 5 for ease and fluency; from the remaining 15 marks deduct one for each omitted, miscalled or inserted word.

DICTATION.

Spell on paper to dictation from II. Reader, page 164, from "In one of the new settlements" to "brought them home." Value 22 marks—2 off for each error in spelling.

PENMANSHIP.

Write on paper from page 118, II. Reader, (a) the heading of the lesson, (b) the last six lines on page 119, (c) three lines of the 10 digits. Value 20 marks—1 to 5 for display; 1 to 5 for formation of figures; 1 to 10 for formation of letters.

ARITHMETIC.

1. From 291234762 take 198769487.
2. Multiply 987653 by 8907.
3. From the product of 98307 by 639 take 543 multiplied by 697.
4. Write Roman characters 809, 916, 786, 674, and 237.
5. Multiply the difference between 69307 and 74183 by 4 times the sum of 84 and 93.

6. Add 98307, 87349, 8037, 76039, 83479, 9007, and 8237963.
7. The subtrahend is 5346798, the difference is 1888164 find the minuend.
8. If a pint of peanuts cost 40 cents, how much more ought 14 pints to cost than 10 pints?
9. A has 90 acres of land, B 80 acres, C 100 acres, and D has 40 acres less than the other three men; how many acres has D?
10. Find the result when 987 is repeated 9807 times. Value 100 marks—10 each.

GEOGRAPHY.

(To be dictated slowly.)

1. (a) Draw on slate the outline of Wentworth county; (b) draw lines dividing it into townships; (c) write in the names of the townships, Dundas, Hamilton, Burlington Bay, Lake Ontario, Stony Creek, and Waterdown. Value 30 marks.
2. Name (oral) 9 cities in Ontario and tell what county each is in. Value 18 marks.
3. Name (oral) 4 rivers in Ontario, and tell what they flow into. Value 8 marks.
4. What railroad runs from the Falls to Detroit? from Hamilton to Toronto? from Hamilton to Barrie? Value 6 marks.
5. Spell (oral) Huron, Monck, Dunnville, Guelph, Essex, Ottawa, Bellville, Lincoln, Simcoe, Peel. Value 6 marks.

LITERATURE.

(Open book, II. Reader, page 176.)

1. (Oral) What is meant by *craft* (2d l.)? Give another meaning for that word; give the meaning of *cruise* (2d l.); specify another word of that sound and give its meaning; give the meaning of *buoy* (3d l.); *moored* (4th l.); *mishap* (5th l.); *attention* (7th l.). In 10th l. what is the mark after *man*? Why is it there? What letter is omitted in *don't*? Value 33 marks—3XII.
2. (Page 229) Give the meaning of *completed* (4th l.); *set sail* (6th line); *restored* (11th l.); *regarded* (12th l.); *venture* (18th l.).

basted (24th l.); *dripping* (28th l.); *plight* (26th l.). Value 24 marks—3x8.

3. Why is *African* spelled with a capital? What mark is that after *Mr.*, and why is it there? What is a *poet*? Where and what is *London*? What is meant in 21st line by "*losing his wits*"? Value 15 marks—3x5. Total value 72 marks.

MUSIC.

Simple songs by note. Value 20 marks.

DRAWING.

Drawing to dictation horizontal, vertical, straight, broken and other lines, making squares, circles and angles. Value 20 marks.

A SCHOOL-BOY ON CORNS.

CORNS are of two kinds—vegetable and animal. Vegetable corn grows in rows; animal corns grow on toes. There are several kinds of corns—unicorn, Capricorn, corn dodgers, field corn, and *the* corn, which is the corn you feel most. It is said, I believe, that gophers like corns; but persons having corns do not like to "go fur," if they can help it. Corns have kernels, and some colonels have corns. Vegetable corn grows on ears, but animal corn grows on feet at the other end of the body. Another kind of corn is the acorn; these kind grow on oaks, but there is no hoax about the corn. The acorn is a corn with an indefinite article indeed. Try it and see. Many a man who has a corn wishes it was an acorn. Folks that have corns sometimes send for a doctor, and if the doctor himself is corned, he probably won't do so well as if he isn't. The doctor says corns are produced by tight boots and shoes, which is probably the reason why when a man is tight they say he is corned. If a farmer manages well, he can get a good deal of corn on an acre, but I know of a farmer that has one corn that makes the biggest acre on his farm. The bigger crop of vegetable corn a man raises the better he likes it; but the bigger crop of animal corn he raises the better he does not like it. Another kind of

corn is the corn dodger. The way it is made is very simple, and is as follows—that is if you want to know: You go along the streets and meet a man you know has a corn, and a rough character; then you step on the toe that has a corn on it, and see if you don't have occasion to dodge. In that way you will find out what a corn dodger is.—*Hartford Post*.



PRIMARY ARITHMETIC.—IV.

ELI F. BROWN.

FOLLOWING such exercises as have been indicated in previous articles, it is desirable that pupils be taught somewhat extended abstract forms of the fundamental operations. The agency to be employed in this work is repeated exercises which constantly review and practice the pupils in what they have already learned, and which gradually lead them into greater results. The test of excellent work will be found in the readiness and intelligence with which the children perform their exercises and in the sureness rather than in the rapidity of their advancement. Symmetrical progress in all of the fundamental operations and their mastery as related exercises is preferable to any other plan. Early in the work an intelligent discussion of the constant decimal scale becomes necessary. Bundles of twigs or straws, or lines on blackboard may be employed at first to need be to illustrate the relations of units, tens, and hundreds. Discussions of the scale need not extend beyond thousands at most.

By the mastery of the decimal scale the one great difficulty in subtraction is removed. It is required to take 244 from 435. The ordinary arrangement is made:

$$\begin{array}{r} 435 \\ 244 \\ \hline \end{array}$$

The pupil knows that four units from five units leave one unit which he writes in proper place. In taking four tens from three tens it is necessary to modify the arrangement. This should be done in such way as is most easily comprehended by the pupil.

If by his mastery of the decimal scale he has learned that one hundred is the same as ten tens, he may be taught in a single lesson to remove one hundred from the four hundred, and to use it in increasing the three tens to thirteen tens. The pupil now takes four tens from thirteen tens and obtains nine tens, which he writes in proper place. He now takes two hundreds from *three* hundreds and obtains one hundred, which he also writes in the proper place. The process is an intelligent one, and the proof, which he has previously learned, made by adding the difference to the subtrahend to produce a sum equal to the minuend is to him a sufficient evidence of correctness. Pupils should be taught to perform subtraction by this method. To teach two methods is a loss of time, and may be a source of confusion.

In primary arithmetic little need be said about the principles of the subject. Pupils need to work always intelligently, yet it is better to have them learn operations and processes as matters of fact and practice them correctly, than that they engage in discussions of principles for which they are not mentally prepared. Principles and explanations may here be subordinate to practice.

Extended multiplication presents no great difficulties to pupils who can multiply any single figure by any single figure. The mistakes are usually in the simple multiplication, or the "carry-ing" of the number from the previous multiplication, or in adding the partial products. These are all errors that are very simple in themselves. They may be avoided by much practice and close attention on the part of the pupil.

If division has been associated with multiplication as a reverse operation little difficulty will arise. If two numbers are multiplied together and their product used as a dividend, while one of the numbers is used for the divisor the operations of long division may be explained with ease. In explaining principles the illustrations employed should be as simple as the merits of the case will permit.

The thorough teaching of the decimal scale will remove many of the difficulties usually encountered in simple numbers. It will also enable pupils to work in fractional decimal quantities with equal ease, and will enable the teacher to introduce practical problems in dollars and cents.

While much attention is to be directed to abstract operations the solution and analysis of simple problems is not to be neglected. It would perhaps be a fair division of work if one-half the force of the pupils be put upon the mastery of the abstract operations, one-fourth upon problems, and one-fourth upon analysis and principles. Unless the teacher has a well graded school, sufficient blackboard room and ample time, it will be desirable to use a primary book with the class as a convenience in assigning desirable lessons. The teacher should in no case rely wholly upon a book of this kind, but should give a large share of the work as extemporaneous exercises, together with some examples from the blackboard. In using a text-book in primary arithmetic, select carefully the lessons assigned, require their unconditional preparation, and dispose of their recitation promptly, so that time may be given to drills and extemporaneous exercises.

Generally the preparation of lessons in arithmetic should be made upon slates. The slate work should be arranged neatly and intelligently. The teacher in taking a slate from a pupil should be able to understand from the slate what the pupil has done. Recitations from the slates are profitable. Skillful arrangement of slate work should be highly commended.

Pupils who understand simple multiplication and division may be taught to use aliquot parts to advantage. They can easily understand halves, thirds, fourths, etc. They may employ these expressions in simple analysis, and may perform simple solutions involving them.

Primary classes should learn a few of the varying scales occurring in those tables of denominate numbers in most common use. Dry measure, liquid measure, the lowest denominations of lineal measure, and avoirdupois weight should be illustrated so that the children may obtain some knowledge of the units and their relations to each other. Simple problems involving these denominations are interesting and profitable.

ENERGY will do anything that can be done in the world; and no talent, no circumstances, no opportunities, will make a two-legged animal a man without it.

WHY THE SUN IS SAID TO BE FAST OR SLOW.

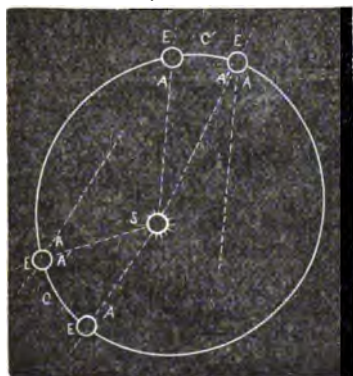
W. J. BOWEN.

IN THE first place it must be understood that the earth makes one complete rotation in exactly twenty-four hours, solar time, and that the movement is regular throughout every part of the rotation. By twenty-four hours is here meant the *average* period of time which elapses between two consecutive conjunctions of the sun with any given meridian; and that the earth rotates in exactly *equal* times, and with perfect regularity throughout every part of each rotation, are facts long since established by astronomers. It may make it appear somewhat clearer to those who have not studied astronomy to add one or two other facts.

The sidereal day is the time elapsing between any two consecutive conjunctions of the same star with any given meridian, and this period of time has never varied during the lapse of ages. This proves two things—that the earth rotates in exact times, and that to a star the earth presents but a single movement, namely, the rotary. But to the sun, the earth has two distinct movements, the forward motion in its orbit, (which does not exist in the case of the star, since at that distance the orbit of the earth becomes a mere point), and its rotary motion. With reference to a star, therefore, the earth occupies a mere point in space, its only motion, the turning upon its axis in regular intervals of time. Moreover, the sidereal day is found to be just three minutes, fifty-five and nine-tenths seconds less than the average solar day or what is commonly known as the day of twenty-four hours.

We will first show the cause of this difference. Draw a circle three or four feet in diameter upon the blackboard, and on the circumference of this large circle, at the left, draw a small one as many inches in diameter. Let the large circle represent the earth's orbit and the small one the earth itself. Let the sun be located in the centre of the large circle. On the small circle take the point A, nearest the sun. Now consider the earth as stationary in its orbit and turn it once upon its axis: when the point A again falls on the side nearest the sun, the earth will have made just one rotation. This gives the sidereal day. Now as

the earth is located directly on the left of the sun, the point A on its eastern side, and the sun is in conjunction with it. Now let another circle representing the earth be drawn farther up the orbit, at the supposable point at which the point A, after one revolution, would again be on the *eastern* side of the earth. It may now be observed that the sun and the point A are *not* in conjunction, but the point A must move forward to A' in order to bring it in conjunction with the sun again, thus showing that the earth must always make something more than one rotation between two consecutive conjunctions of the sun with the meridian A. Now the orbit of the earth is not a perfect circle, but an ellipse, with the sun in one of the foci, or nearer to one focus than the other, and when the earth is at the point in its orbit nearest the sun, or in perihelion, it travels much faster than when at the opposite point, or aphelion, thus causing constant though irregular variations in the successive conjunctions of the sun with the meridian A. It is the earth, therefore, which is fast or slow instead of the sun, but *vice versa* is used in the same sense probably, that is intended when it is said the sun sets or rises. It has been stated the average solar day is twenty-four hours long, but there are only four days in the year which are not a few minutes longer or shorter than this. Those days are about the first of September, the twenty-fifth of December, the sixteenth of April, and the sixteenth of June. Solar time is fast between the first of September and twenty-fifth of December and the sixteenth of April and sixteenth of June, and slow at other times. The greatest difference between true and solar time is about the first of November, when the sun is about sixteen minutes fast. Draw



another figure on the blackboard to represent the elliptical form of the earth's orbit, with the sun at one focus. At perihelion draw two small circles C and C' to represent the earth as before. Take the point A in the first conjunction with the sun and draw a line through the center of the earth, the point, and the centre of the sun; also, draw a line parallel to this through

centre of the other small circle. The point A will be within the circumference of the large circle but *not* in conjunction with the sun, although the earth, supposably, has made one complete rotation. Draw another line through the centres of the latter small circle and the sun and call the point where it cuts the circumference A', which is now in conjunction with the sun; the distance A A' shows how much more than one rotation the earth has made. Now at aphelion draw the same circles C' distance apart, which, since the earth is now moving less rapidly in its orbit, will be somewhat less than C. Again draw the lines representing the positions of A and A', and it will be seen that the distance between those points is much less than before. Hence it is also seen that the times between successive conjunctions of the sun with any given meridian are constantly varying, being either more or less than the *average*, or twenty-four-hour day, except the four days above mentioned.

FAIRVIEW ACADEMY.

POLITICS IN THE SCHOOLS.

CLARA CLAYTON.

WOULD a criticism not hold good against the most of our schools, that there is not attention given to instruction in the science of government? It is necessary to take up the principles of government only so far as they form the foundation for the decisions of justice in our country. But in all the schools some time can be taken for inculcating in the minds of children the frame-work of ideas on which rests the governmental structure, and hence on which rests their own future.

The fundamental idea of republicanism, or democracy (which are one) is that a knowledge of leading points should be possessed by all; so that all may have the same basis on which to work, in the aid that the government requires of all. Otherwise it would be as a scientist classifying objects according to no definite plan, taking one basis one day and a totally different one the next.

It can not be denied that there is a regular science of justice,

as truly a science as any subject classed as such. It is a whole composed of parts which exist in a peculiar relation to each other. These parts are necessary to each other and to the whole. This science applied to countries is *government*.

In a country whose stability depends solely on the citizen and whose future stability will depend solely on the citizens (not the occupants of our school rooms), can we afford to let the years pass without laying the ground-work of this science of justice? Even the most crowded programme of the district work can spare some minutes every day. By teaching morality and justice in the school room, on play grounds, at home, in public places, this idea is promoted. Why not go farther and make it include the general principles of conduct toward everything and the special application to the theory of Republicanism? Merely the outlines, of course, could be mastered. Let the reasons be fully explained; reasons given by the pupils, if possible, or fixed firmly in the mind of the pupil when told by the teacher. The majority of men, unless taught it in childhood, will not think they have the time for sifting the subject in manhood, and will vote blindly.

I tell you, it is very necessary that the leading thoughts of our system of government be taught by us if we would fulfill our duty to the country, whose safety lies alone in the good judgment of the people. Ignorance in regard to the form of control is not safe even in a monarchy; then surely not in a democracy. I know, from experience, that a great many necessary things must be learned by oral instruction, and it can serve also the purpose of recreation to the pupils. But I do think it is in every sense economic to take enough time, even at the expense of other subjects, to teach the principles of our government, and be sure that they are thoroughly understood.

So, I say, crowd it into the programme somehow, even if you take five minutes after regular hours each day.

It is as necessary for the girls to learn this as the boys. Woman's passive influence in the homes is great in all such matters.

BLESSED is the man who knows how to caper and enjoy now; woe to the man that parted early with his boyhood, and blessed be the man that carries his boyhood down latest in life.

COMMENTARY ON THE SCHOOL LAW OF INDIANA.

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THE LAW.*

AN ACT in relation to settlements made by boards of county commissioners with county, township and school officers. [Approved March 31, 1879.]

SECTION 1. *Be it enacted by the General Assembly of the State of Indiana,* That no settlements made by the boards of commissioners of the several counties of this State, with any county, township, or school officer, shall be conclusive and binding on the State or county, where any such officer has failed, in any manner, to account for any and all moneys which he may have collected or received by virtue of his office, or has failed or omitted to perform any duty required of him by law; and every such officer and his sureties shall be held liable therefor, the same as if no such settlement had been made: *Provided, also,* That when it shall be made to appear, to the satisfaction of the board of commissioners of any county of this State, that by reason of any erroneous charges on the tax duplicate, or through inadvertence, mistake, or any other cause, any one of the above named officers has paid over to such county, or reported settled, or accounted for, more money to such commissioners than was justly or equitably due, or owing from such officer, then and in such case, such board is hereby authorized to order the repayment out of the proper funds in their proper proportion, so overpaid by such officer, and credit to be given by the auditor therefor; and in case such money has not been then paid, by such officer, such board is hereby authorized to remit and release so much of the same, in whatever form of indebtedness it may exist, as in their judgment is unjust, inequitable and wrong on account of having grown out of such mistake, inadvertence or overcharge, not, however, releasing such officer or his sureties from the payment of any money ever in fact received by him as such officer, and remaining unaccounted for, whether received by way of certificate of deposit, check, note, draft, or other evidence of indebtedness: *Provided,* That nothing in this act shall be so construed as to authorize such board to refund or release to such officer any moneys paid over or held by him, which he was not by law authorized to collect.

SEC. 2. That the provisions of the preceding section shall extend to all persons who have been, as well as those who now are, and shall hereafter be, county, township, or school officers: *Provided,* That nothing in this act shall be so construed as to conflict with any statute of limitation now in force in this State.

COMMENTS.

1. *An Omitted Act.*—The following described act is omitted:

An act approved March 1st, 1877, entitled "An act to amend the first section of an act entitled 'an act to amend the twenty-second section of an act entitled 'an act for the incorporation of towns, defining their powers, providing for the election of the officers' thereof, and declaring their duties, approved June 11th, 1852,' approved March 2d, 1855."

*Most of the Law commented upon in this number will be found in the April Journal.

This act confers upon the civil trustees of incorporated towns the right to build school houses and provide fuel, etc., therefor, and to levy a tax of 30 cents on each 100 dollars of taxable property therefor. This makes a conflict of jurisdiction in the management of school affairs, but as there is no repealing clause it in no way abridges the rights of the school trustees of incorporated towns, and hence need not be respected by them. The subject is more fully discussed in the chapter on the levying of school taxes.

2. *Title to School Moneys.*—The following in regard to the title to school money in the hands of school trustees is from a decision of the Supreme Court, viz :

"A township trustee is required to take an official oath, 'and execute a bond conditioned as in ordinary official bonds, with at least two freehold sureties, in a penalty of not less than double the amount of money which may come into his hands at any time during his term by virtue of his office,' and his duties are, among other things, second, 'to receive all moneys belonging to the township, and pay the same out according to law, as right and justice shall require, and fifth, 'to see to a proper application of all moneys belonging to the township for road, school, or other purposes, and perform all the duties heretofore required of the township trustees, clerk, and treasurer, under the supervisors and school acts.' 1 G. & H. 637 secs. 5 and 6.

It would seem, under these provisions, that a township trustee like a county treasurer, is liable on his bond for all money that comes to his hands by virtue of his office, whatever may become of the money. *Halbert v. The State*, 22 Ind. 125. He is not a mere bailee of the money, and therefore held to only reasonable care. He is liable to account for and pay over whatever amount comes to his hands by virtue of his office, whether the same has been stolen or burned, without his fault, or loaned out to a litigious borrower from whom he is unable to collect.

Under these circumstances, as the trustee is not a mere bailee, it would seem that the legal technical title to the money in his hands is in himself. Suppose a township trustee should die with money received by him, as such, in his hands; can it be claimed that the money, even if the specific bills or coin received by him officially could be identified, would go to his successor and not to his administrator? We think it quite clear, in the case supposed, that the money would go to the administrator, because simply the title was in the trustee.

This view is fully sustained by authority. In the case of *Inhabitants of Colerain v. Bell*, 9 Met. 499, it was held that "the specific money received by a collector, in the collection of taxes, is his money, and not that of the town." 36 Ind. 347, 348.

3. *Liability of Trustee for School Moneys.*—In the case of *Inglish v. The State*, 51 Ind. 219, the Supreme Court held that if a trustee deposited money in a bank, even though done by the advice of a superior school officer, and the bank subsequently became insolvent, the trustee could not be discharged from liability on his bond for the money. An extract from the opinion is here given.

"The trustee was liable for the money to the township, although he may have made the deposit in good faith, acting with ordinary

prudence, and although he may have lost the money by the insolvency of the bank, without any negligence or want of care on his part. He was not a mere bailee of the money; but he became bound by his bond to the township for it, whatever casualty might have happened to him whereby he lost it.

It may be observed that neither the advice nor direction of either the Superintendent of Public Instruction, the school examiner, or the board of commissioners of the county, as to the deposit of the money, could discharge Inglis from his liability to the township for it. The trustee had the custody and control of the money, and it was for him, and him alone, to determine where and in what manner it should be kept."

4. *Same Subject*.—In a similar case the Supreme Court of Illinois makes some additional points as follows:

"The treasurer of the school trustees of a certain town made it convenient to be absent at the time of the expiration of his term of office, so that the new trustees were unable to obtain the books and moneys of the old board until his return. The Supreme Court of Illinois has very decidedly disposed of two cases of a similar nature:

'The money in the hands of a school commissioner on his retirement from office, is the property of the county, and it is his duty to deliver it over, specifically or in funds of equivalent value, to his successor in office.

'A fiscal agent, whether of a government, corporation, or an individual, is held to the strictest accountability, and never permitted, at the expense of his principal, to speculate with the funds of the latter in his hands.

'If the money was of par value when received by them, and, being retained by them after their official authority over it ceases, subsequently depreciates, the loss falls on them.' *Hamilton et al v. Cook County*, 4 *Cent. (Ill.)* 519.

'Township treasurers, under our statutes, are made insurers of the funds coming to their possession, and nothing can relieve them from their obligation to safely keep and pay over such funds but the act of God or the public enemy.' *Thompson v. Trustees*, 30 *Ill.* 99."

5. *School Revenues must not be diverted to other purposes*.—The Supreme Court renders a decision on this subject in the case of *John R. Robinson et al. v. The State*, 60 *Ind.* 27.

The court said: "In this case the point of interest is that a trustee drew money from the special school revenue to pay the interest on money borrowed at different times for the use of other funds in several ways."

The cause was tried by the court and there was a finding for the plaintiff, assessing the damages at \$12,378.99, of which sum \$1,024.98 was found to be interest wrongfully paid out by said Robinson, \$3,930.10 was found to be due to the special school revenue, \$1,938.21 was found to be due to the civil township fund, and \$5,485.70 was found to be due the tuition fund.

The case was appealed to the Supreme Court, and the paragraph of the decision there on the point in question is as follows:

"The complaint goes on the theory that it was a misapplication of the money belonging to a particular fund to pay it out on claims

against another fund, notwithstanding the different funds were in the hands of, and under the control of, the same trustee."

That theory is earnestly combatted by the appellants as being impracticable and unreasonable, and too strict a construction of the law regulating the duties of township trustees.

The separate and distinct character of the funds belonging to each of the township corporations has been fully recognized by a series of decisions in this court. 56 Ind. 157; 55 Ind. 7.

The same separate and distinct character seems to us to attach to each of the several funds placed in the hands of the township trustee, and the law evidently contemplates that the trustee shall open a separate account with each fund in his hands, and shall only pay out money belonging to a particular fund on claims or charges against that fund. R. S. 1876, Vol. I, p. 782, sec. 8; also p. 901, sec. 10, etc.

It follows that if a township trustee pays out money belonging to one fund in his hands, on claims or charges against another fund, he is guilty of conversion of the money thus paid out, and of a breach of his official bond. This conversion may prove to be an absolute defalcation or only a technical breach of the trustee's bond, dependent upon the subsequent conduct of the trustee in relation to the reimbursement of the fund thus directed.

Applying the rules thus laid down to the several paragraphs of the complaint before us, we are of the opinion that each one of them alleged facts enough to show a breach of the condition of the bond sued on, and that they were severally sufficient on demurrer." 60 Ind. 26

6. *Interest on School Moneys.*—Question—The county commissioners of a certain county asked the trustees to leave their tuition fund in the treasury for the use of the county. They agreed to pay interest on the said fund until the trustees needed it. When they settled with the trustees in October, they paid them the accrued interest according to agreement. To whom does the interest belong?

Reply—In the case of *Rock v. Stinger*, 36 Ind., pp. 347-8, and in some later decisions quoted in preceding paragraphs, it is held that the school trustee is not the mere bailee of school moneys in his hands, and that the title to such moneys is in trustee himself.

It is inferred from this that a trustee may loan the school revenues in his hands, and that the interest accruing from such loans may be disposed of by the trustee at his pleasure.

But in the case supposed above, the money had not already been received by the school trustee; hence the title did not rest in him. The money was retained in the county treasury, and the county was responsible for its safety.

This point is clearly made by the Supreme Court in the case of *Jeremiah Hadley v. The City of Richmond*, 66 Ind. 271. In this case Hadley received \$1,976.23 as interest on orders against the county treasury in favor of the school revenue. The lower court rendered judgment against Hadley for this amount, and the Supreme Court sustained the judgment.

7. *Can the State's Revenue be Anticipated?*—The State's revenue can not be expended in advance of its apportionment. As a consequence of this the State's revenue for tuition can not be used to pay

for the services of any teacher rendered prior to its apportionment. It can be used to pay for service rendered subsequent to its apportionment only.

SAME—School Revenue for Tuition.—The only portion of the school fund which the school trustees may not expend in anticipation, is the school revenues for tuition belonging to the State, and by it apportioned. Ind. R. Vol. XXX, pp. 178, 180.

The question arises whether the State's revenue for tuition which is apportioned in June of each year can be expended for services rendered after its apportionment, but prior to July 1st following. It is certain that by the express terms of section 8 such revenue can not be expended for services rendered in advance of its apportionment by the county auditor. This apportionment is not usually made before June. We think that it is equally clear that such revenue can not be expended for services rendered prior to July 1st. The law, sec. 26, provides that the State's revenue for tuition shall be expended within the year for which it is apportioned, and that such year shall begin July 1st, but it does not expressly state whether the June apportionment of any year should be spent in the school year ending on the subsequent 30th of June, or in the school year beginning on the subsequent July 1st. It must be all spent in one of the other of these school years, and not as part of it in each. Now the June apportionment is very much the larger part of the apportionment for the year, and it is received by the trustees so late that it is utterly impossible to expend it properly in the year which ends the following June 30th. We must conclude, therefore, that it was the intention of the Legislature that the State's revenue received at the June apportionment should be expended for services rendered within the year commencing the following July 1st. The January apportionment must likewise be expended within the year commencing the previous July 1st.

8. *Can the Special Tuition Revenue be Anticipated?*—The so-called *special* revenue for tuition can be anticipated, or in other words a teacher may perform service in the month of April or May, and be paid for such service out of the "special revenue for tuition" distributed by the county auditor in the following June. We quote the Supreme Court on this point, viz :

"Common Schools—Special Revenue.—School trustees, in anticipation of the actual collection of funds levied under the act of March 18th, 1867 (Acts 1867, p. 30), may employ teachers to carry on schools within the year for which the levy has been made, to be paid out of such funds when collected."

"The tax in question in this case was levied under the act of March 18th, 1867, authorizing township trustees, trustees of incorporated towns, and common councils of cities to levy a tax for school purposes. The second section of that act provides that the funds arising from such tax shall be under the charge and control of the same officers, secured by the same guarantees, subject to the same rules and regulations, and applied and expended in the same manner as funds arising from taxation for common school purposes, except that the funds are to be expended in the same civil district where they are collected. The requirement that the funds shall be expended where collected, renders inapplicable the restriction in the eighth section of the school law, that no fund shall be expended "in advance

of its apportionment," for here there can be no apportionment. Nor does the reason of the limitation apply; for the amount to be raised by the city levy may be calculated with reasonable certainty, and contracts may be made within the year based upon the tax levy for school purposes for that year, although the money may not be actually collected. The complaint in this case being simply to enjoin the present application of the school fund, we do not feel called upon to discuss the constitutionality of the law authorizing the levy of taxes. The ruling of the court having been in accordance with this construction of the law, the judgment is affirmed, with costs." 30 Ind. 178, 180.

9. *Revenues of School Lands.*—The rents and profits arising from congressional school lands must be reported to the county auditor and paid into the county treasury, and all notes received in payment of rent must be accounted for as money. The Supreme Court speaks as follows on this subject, viz:

"SCHOOLS—*Distribution of School Funds.*—It is the policy of the school law that all school funds are to be distributed to the beneficiaries thereof through and from the county treasury to the proper officers of the various school corporations, cities, towns, and civil townships.

SAME—Money from Rent of School Lands.—Money derived from the rent of unsold school lands belonging to the sixteenth section is to be paid into the county treasury, to insure its just and equitable distribution to the inhabitants of the congressional township in which such section lies.

SAME—Liability of County for School Fund.—A county is liable for rents derived from unsold school lands belonging to the sixteenth section, and such fund should be paid into the county treasury and be distributed by the county auditor; and a township trustee has nothing to do with its distribution, except to so much of it as may be apportioned to such parts of his township as are within the congressional township.

SAME—Action against Township Trustee.—An action may be sustained in the name of the State on the relation of the board of county commissioners, to recover rents received by a township trustee for the lease of unsold school lands belonging to the sixteenth section and not paid by such trustee into the county treasury.

SCHOOLS—Statute Construed.—The amended forty-fourth section of the school law, approved March 7th, 1873, imposes upon township trustees the duty of reporting to the county auditor annually by the fourth Monday of March, in accordance with the requirements of said section, and of paying into the county treasury all the money in their hands derived from rent of unsold school lands belonging to the sixteenth section." 44 Ind. 38, 39.

In discussing some points under this decision the Attorney General speaks as follows:

"A township trustee receives two thousand dollars for the rental of congressional township lands; in March he reports his receipts and expenditures for the year then ending, showing a large balance in his hands of such rentals; the county commissioners demand of him its payment, but he refuses on the ground that he will have to

expend, during the ensuing year, large amounts for repairs, fences, etc., upon such lands. Query—Is his refusal to so pay over consistent with law? In my opinion it is not.

Section 44 of the school law makes it the duty of the township trustee to pay over such reported rents. It is true that the trustee, under section 47, may expend upon such lands reasonable sums to prevent waste or damage. But it seems clear to me that such expenditures not already made, but to be made in the future, the amount of which could only be guessed at, should not be retained out of the balance reported for the previous year.

Such a course would lead to confusion, and might be used to work unfairness in the distribution of the school funds under said section 44. It provides, "and the amount of school funds for any year to which such townships might otherwise be entitled, shall be withheld and not paid over to such trustee if the rental value of said lands for such terms shall equal or exceed the township's otherwise portion of the school fund, and it shall be the duty of such trustee to pay into the county treasury all rents collected and reported by him as aforesaid." Now the "rental value" spoken of means, under section 47, after deducting such reasonable sums as may be necessarily expended to prevent waste or damage. But I do not think the term "rental value" of lands for a given term means the balance after deducting, not only sums already expended for repairs, during such term, but also such sums as the trustee guesses may have to [be] expended during some future term as well. The claim of the trustee (as described in the letter) for the payment to him of the full amount of the sum apportioned without deducting for the balance of rents reported by him, I regard as contrary to law.

In my opinion the total amount for which congressional township lands are leased, that is, including solvent notes as well as cash, should be accounted against townships in the matter of the apportionment of school revenues by the State under sections 44 and 118 of the school law."

10. *The School-House Bond Act Constitutional.*—A person living outside of an incorporated town in which was situated a school building built with the proceeds of bonds issued under the act of March 8th, 1873, sent his children to attend school in said building, not being transferred to said town. A tax under the provisions of said act was assessed upon the property of said person, and he refused to pay. The Supreme Court affirmed the constitutionality of said act, and rendered judgment against said person for the amount of taxes claimed. The following is an abstract of the opinion of the court:

"The act of March 8th, 1873, authorizing a city or incorporated town to assess and collect a tax for the payment of a debt contracted by the city or town in constructing and completing a school building upon the property of persons who, residing and having their property outside of the city or corporate limits, have, whether transferred or not, sent their children to a school taught within the city or corporate limits in such school building, is constitutional." Ind R. Vol. LXII, p. 291.

11. *Distribution of the Dog-Tax.*—Question. "I desire your opinion on the following section of the school law, approved March 14, 1877, p. 79, ed. of '77:

¶ SECTION 1. *Be it enacted by the General Assembly of the State of Indiana,* That all sums of money now remaining in the hands of the township trustees, arising from surplus dog-tax fund, shall be, upon the taking effect of this act, placed to the credit of the tuition fund of such township, and shall be expended as other tuition funds of the township are expended. The township trustees of the several townships in the State are hereby authorized to pay the same to school trustees of incorporated towns and cities, their proportion *pro rata* according to the enumeration for school purposes within such township.

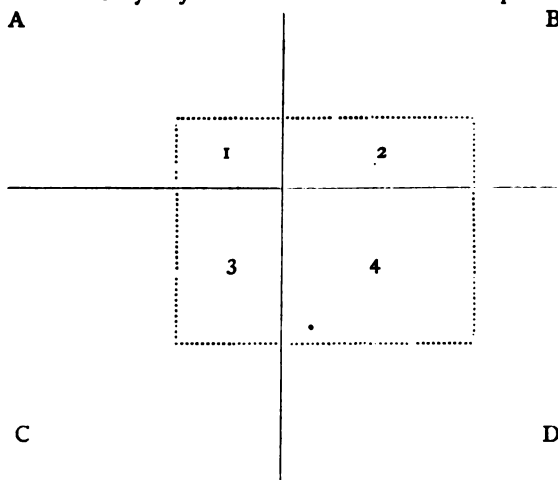
I desire to know to what time the law refers. In other words, does it refer to the future as well as the time when the law was enacted?"

Answer—"It is obvious that the word 'now' used in said section occasions the doubt in the mind of your correspondent. It is a rule in the construction of statutes that they are to receive, if possible, a construction which will not make their meaning absurd. Now it seems to me that it would be very absurd to say that there could be any reason for the section being applicable to moneys on hand at one time more than any other. Is there any reason for supposing that it could have been the legislative intent to make a provision which should not apply *in future* as well as in the present? I can conceive of none. I am inclined to think the law will have to be construed to be operative in the future. BUSKIRK, Att'y Gen'l."

Before the adoption of the act of March 14, 1877, township trustees were required to reserve fifty dollars of any dog-tax which they might have on hand the first Monday in March, each year, and to transfer the remainder to the account of tuition revenue of their respective townships. After consultation with the Attorney General, I have come to the conclusion that the act of March 14, 1877, must be construed in connection with the former act. It was evidently the intention of the Legislature, by the act of March 14, 1877, to change the *mode* of distributing, but to change nothing else. It is therefore held that it is the duty of township trustees to reserve fifty dollars of the dog-tax on hand the first Monday of March of each year, and to distribute the remainder as required by the act of March 14, 1877. In case there is no incorporated town or city in a township, the trustee should merely place the balance after reserving the fifty dollars, to the credit of the tuition revenue of his township. But in case a township has within its boundaries an incorporated town or city, the trustee of the township must apportion a share of the surplus dog-tax to each child enumerated in the incorporated town or city, and to each child enumerated in his township outside the incorporated town or city *pro rata*. Thus, if such trustee has \$84.42 of surplus dog-tax after reserving the \$50 required by law, and if in an incorporated town or city lying wholly within his township there are 986 children, and if in his township outside the town or city there are 220 children, making a total of 1206, he will find that he can distribute seven cents to each child. He should thus pay to the treasurer of the school board of the incorporated town or city \$69.02, and place to the credit of the tuition revenue of his township \$15.40. A more difficult problem arises when the incorporated town or city does not lie wholly within one township. See diagram, in which the dark lines are original township lines, and the dotted lines inclose an incorporated town or city.

It is evident that it was the intention of the Legislature that when an incorporated town or city is composed of parts of several different townships, each of the trustees of such townships should pay over to

the incorporated town or city a portion of the surplus dog-tax, but it would be manifestly unjust for the trustee of township "A" in the



above diagram, for example, to divide the surplus dog-tax between the children enumerated within his township, and *all* the children enumerated within the incorporated town or city *pro rata*. If this were done by each of the trustees of townships "A", "B", "C" and "D", the children of the city might get the benefit of four times as much of the surplus dog-tax as they were entitled to. In the example suggested in the above diagram, the trustee of township "A" should take the number of children enumerated in his township and the number of children enumerated in that part of the incorporated town or city marked "1", and these should form the basis of his distribution of the surplus dog-tax. Likewise the trustee of township "B" should take the number of children in his township and the number of children in that part of the incorporated town or city marked "2" and make these the basis of his distribution; so likewise with the other trustees interested.

It may be asked, how can the trustee of township "A" ascertain how many children there are enumerated in that part of the city marked "1". The trustee of township "A", in connection with the city trustees, should estimate the number of children in that part of the city marked "1", unless the city trustees have taken the enumeration in such a way that they can give accurate information in regard to it. The Legislature has provided no other method by which the work can be done.

12. *Reports to Commissioners.*—The report required to be made to the county commissioners is a very important one. In order to make it with accuracy and clearness the trustee should "keep separate accounts of the special school revenue and common school revenue for tuition. These accounts should be kept in a substantially bound book, and should show the date and amount of each receipt or expenditure of such revenue, the name of the person of whom received, or to whom paid, and, in case of a payment, the

purpose for which it was made, and the number of the voucher taken for such payment. Were accounts thus kept, and the books containing them delivered by each trustee to his successor in office, the difficulty which now exists of ascertaining the exact annual expenditures of school revenues would not exist.

County superintendents are advised to inspect the accounts of trustees (see section 141), and secure, as far as possible, conformity to the above suggestions."

13. *On the Account Current.*—The account current which accompanies the report to the commissioners should show an itemized statement of the expenditures from each fund, giving the name of each person to whom money has been paid, together with the date and amount of such payment. Trustees should invariably take receipt for all moneys paid out. In expenditures from the special fund the receipt should be in the form of an itemized bill, naming the articles for which money was paid, together with the date of the purchase and the amount paid. These receipts will be the vouchers with which the account current can be verified.

14. *Report to County Superintendent.*—The law does not require a copy of the account current to be filed with the county superintendent. A copy of the report only, should be sent to him. The report need contain but 12 items.

15. *Publication of Report.*—Section 11 of an act for the more uniform method of doing township business provides that within ten days after his annual report to the county commissioners the trustee shall publish the same by posting up a certified copy thereof at the place or places of holding elections. Section 9 of the school law requires that a full statement of the receipts and expenditures relative to schools shall be made, by which it is probably intended that separate reports relative to receipts and expenditures of school revenue shall be published at the same time, and in like manner. Publication in a newspaper, when practicable, would be preferable.

The publication provided for in this section will be made immediately after the annual report to the county commissioners, as provided for in section 7.

16. *Rules for making Reports.*—Since specific rules for making reports to county superintendents are printed upon the blanks sent out to the trustees from the Department of Public Instruction, the need not be stated in this commentary.

17. *Records of School Trustees.*—A township board can speak only by its record. *Commissioners Fayette County vs. Chitwood*, 8 Ind. 504.

If this decision is applicable under the present system of one trustee to each township (and it is presumed to be applicable, the language of the present law being almost identical with that of the statute under which the decision was made), then it is not only proper, but necessary, that the trustee should record every official act he performs otherwise there would be a lack of essential evidence of such act, if denial of its performance be made. For convenience, the trustee should record his proceedings relative to schools in a separate book kept for that purpose.

8. *Annual Reports of County Commissioners.*—Prior to 1869 township trustees were elected on the first Monday of April. At that time school law required the annual reports of the commissioners, described in section 7, to be made in the spring. By an act of April 1869, the time for electing township trustees was changed to the second Tuesday in October. By an act approved March 8, 1873, the time for making the annual report described in section 7 was changed to the first Monday after the second Tuesday of October. The purpose of this change was to enable the trustees to make their annual settlements with the commissioners at the close of their official term. By an act of ———, 1875, the time for electing trustees was again changed to the first Monday in April, but the time for making their annual reports to the commissioners was not changed. It would be absurd to require trustees who go out of office in April to hold their vouchers and accounts till the next succeeding October in order to settle with the commissioners. It will be observed that section 7 empowers the commissioners to call for a complete financial report from township trustees at any time. They should therefore require trustees to make a settlement with them on the second Monday in April, and they should invariably hold a meeting on that day to give such settlement. Due notice should be given to the trustees that they will be expected to make a full and complete financial report on that day.

EDITORIAL.

COMPOSITION WRITING.

Composition writing, in the sense of preparing a paper to be read before school at stated times, amounts to but little, but if made to include "the exact expression of ordinary thought in writing," means a great deal. The ability to write out correctly just what one thinks on any familiar subject is an accomplishment not often acquired in our schools. And yet this is one of the things that should be taught, and carefully taught, in every school. It is one of those things that all persons will need, whatever may be their station or vocation in life. This can be successfully taught, not by having a "composition" written once a month or once a week, but by requiring frequent writing in connection with every-day lessons. The writing may sometimes be in the preparation of the lesson, at other times in the recitation.

By teaching a child from the first to write out what he knows, gives him facility with the pen, and conciseness and directness in expression. This right includes, of course, letter-writing and composition-writing, so-called. John I. Morrison, of Knightstown, trustee for Wayne township, Henry co., will employ a teacher till he has made his application in *writing*. He insists on a person who can not express himself in good form in writing, forming

4. Indicate the sounds in the following words by the use of diacritical marks: *tongue*; *mouth*; *lie*; *pray*; *many*. 5 pts., 2 each

5. What would be the different steps in your progress in teaching the pupil to read this quotation? 1

Let the candidate read a selection at sight, and mark from 1 to 50.

ARITHMETIC.—1. Define an integer, a problem, a concrete number, and an abstract number. 4 pts., 3 off for each omitted

2. Write the following numbers in words: 700.007; .707; 231.8008; 8000.0008; and 8008. 5 pts., 2 off for each omitted

3. Define measure, weight, a simple number, and a compound number. 4 pts., 3 off for each omitted

4. A man owns 13.5 A. of land. If he lays it out in village lots, each by 8 rd., how many lots will he have? Proc. 5; ans. 1

5. When it is 10 o'clock A. M. at St. Louis, it is 11 h., 20 min., 24 sec. A. M. at Portland, Me. What is the difference in longitude? Proc. 5; ans. 1

6. What is the interest on \$1250 for 1 yr., 2 mo., 3 da., at 7 per cent.? Proc. 5; ans. 1

7. When gold was worth 130, what amount of currency could be bought for \$5,800 in gold? Proc. 5; ans. 1

8. A man obtained \$4,500 at a bank payable in 90 da., the discount being 8 per cent. per annum. What was the face of the note? Proc. 5; ans. 1

9. Reduce 19200 milligrams to grams. Proc. 5; ans. 1

10. Make a diagram of a congressional township showing (a) the sections and (b) the number of each section, according to U. S. rule. a=5; b=5

GRAMMAR.—1. Write a sentence containing a relative pronoun referring to two subjects in the singular number taken conjointly and parse the verb in the subordinate clause. 2 pts., 5 each

2. Correct—*He should not venture into deep water that can not swim*, and parse the relative. 2 pts., 5 each

3. Analyze the corrected form of the sentence above given. 1

4. What are the principal parts of a verb? Why so called? 2 pts., 5 each

5. In the sentence, *He made him dismount*, parse *him* and *dismount*. 2 pts., 5 each

6. Give two rules for using or omitting the article. 2 pts., 5 each

7. Write a sentence in which a pronoun shall be in apposition with a noun and parse the appositive pronoun. 2 pts., 5 each

8. "John," says I, "mind your pease and qs." Correct. 1

9. *Let every one attend to their own business*. Correct and parse *let*. 2 pts., 5 each

10. Write ten words usually used as conjunctions. 1 off for each error

GEOGRAPHY.—1. What is the difference, in geography, between a small circle and a great circle? Name one of each. 3 pts., 4, 3, 3

2. What is an ocean current? What is the most important ocean current known? Beginning at the Gulf of Guinea trace it through one circuit. 3 pts., 3, 2, 5

3. Name five conditions upon which climate depends. 5 pts., 2 each

4. What is the difference in direction between the two highland districts of N. America? Into what two great bodies of water, one north and one south, are the low centre regions of N. America drained? 3 pts., 4, 3, 3.
5. What is the form of government of the U. States? Name the departments of the general government. Into what branches is one of these divided? 5 pts., 2 each.
6. Name the States constituting the Middle States. By what other names are two of them frequently called? 3 pts., 6, 2, 2.
7. In what parts of the United States is mining most largely carried on? Why? 2 pts., 5 each.
8. What country in S. America has no capital? What State in the United States has two capitals? 2 pts., 5 each.
9. What mountains separate France from Spain? What Russia from Turkey, in Europe? 2 pts., 5 each.
10. Fill the following blanks: 10 pts., 1 each.

	WHEAT.	CORN.	TOBACCO.	SUGAR.	PEACHES.
States in					
which each					
produced.					

- HISTORY.—I. Who were John and Sebastian Cabot? 10
- (a) By whom, and (b) in whose reign were the first attempts to settle Virginia? a=6; b=4.
- What was the principal voyage of La Salle within the U. S.? 10
- (a) When, and (b) by whom was Washington first appointed Commander-in Chief? a=3; b=7.
- What States first adopted the present U. S. Constitution? 10
- What were some effects of the Embargo of 1807? 10
- What were two notable events in Monroe's administration? 2 pts., 5 each.
- What occasioned the debate between Hayne and Webster, 1832? 10
- What was nullification in South Carolina, 1832? 10
- For what was Jackson distinguished as President? 10

PHYSIOLOGY.—I. How many bones are in the spinal column? How are they joined? What are the advantages of this kind of articulation?

- 3 pts., 3, 3, 4.
- What is the function of the synovial membranes? What is that of their articulations? 2 pts., 5 each.
- Give two uses of the muscles. 2 pts., 5 each.
- How many pairs of salivary glands are there? What is the effect of secretion upon the secretion of these glands? 2 pts., 5 each.
- What organ secretes the bile? What the pancreatic juice? 2 pts., 5 each.
- Why does the system require more food in winter than in summer? 10
- What changes occur in the food in the intestines? 10

8. Why is the heart double? What is the function of each part? 2 pts., 5 each
9. Why should active exercise not be taken immediately before or immediately after eating? 2 pts., 5 each
10. Why should school rooms be well ventilated? 1

THEORY AND PRACTICE.—1. What are the advantages of the written method of teaching spelling? Give two. 2 pts., 10 each

2. Why is self-government on the part of the pupil the ultimate object of school government? 2
3. Why should a recitation thoroughly test the pupils' knowledge? 2
4. Give two directions respecting the assigning of lessons. 2 pts., 10 each
5. To what extent may a teacher use a text-book in conducting recitations? 2

ANSWERS TO STATE BOARD QUESTIONS PUBLISHED APRIL—BY THE MEMBERS OF STATE BOARD.

ARITHMETIC.—1. Analysis as used in arithmetic is the process by which each step in the solution is fully presented. (See solution in prob. 3.) We reason in the analysis of problems, either from unity to the required quantity or from the given quantity to unity and from unity to the required quantity. (See prob. 5, b.) A thorough analysis not only exhibits a process but gives the reason for each step. (See prob. 9.)

2. A *perpendicular* is a line which meets another line at right angles. A *rectangle* is a quadrilateral whose opposite sides are parallel, and whose angles are right angles; or, a *rectangle* is a parallelogram whose angles are right angles.

3. A piece of cloth 1 yd. long and $\frac{1}{2}$ yd. wide is a rectangle containing 1 sq. yd. $\times \frac{1}{2} = \frac{1}{2}$ sq. yd. A piece of cloth $25\frac{1}{2}$ yd. long and $1\frac{1}{2}$ yd. wide is a rectangle containing $1\frac{1}{2} \times 25\frac{1}{2} = 30\frac{1}{4}$ sq. yd. It will take as many yards of $\frac{1}{2}$ yd. wide to line $30\frac{1}{4}$ sq. yd. as $\frac{1}{2}$ sq. yd. is contained times in $30\frac{1}{4}$ sq. yd. which is $1\frac{1}{2} \times 30\frac{1}{4} = 37\frac{3}{4}$. \therefore It will take $37\frac{3}{4}$ yd.

4. St. Petersburg, $30^{\circ} 2' \text{ E. Long.}$
Indianapolis, $86^{\circ} 10' \text{ W. Long.}$

$116^{\circ} 12'$ difference of Long.

$116^{\circ} 12' + 15 = 7 \text{ hr. } 44 \text{ min. } 48 \text{ sec. difference of time.}$

Since Indianapolis is west of St. Petersburg, then it is earlier time at Indianapolis than at St. Petersburg.

When it is 8 A. M. Wednesday at St. Petersburg, it lacks 7 hr. 44 min. 48 sec. of being 8 A. M. at Indianapolis.

8 hr. — (7 hr. 44 min. 48 sec.) = 15 min. 12 sec. Hence it is 15 min. 12 sec. after 12 A. M. Wednesday.

5. B $\$1\frac{1}{8}$ = B 100 per cent.

$$\begin{cases} A \$1\frac{1}{8} = \\ D = \end{cases} \begin{cases} A \\ D \end{cases}$$

P (a)? R (b)?

(a) = $\$1\frac{1}{8} - \$1\frac{1}{8} = \$1\frac{1}{8}$ percentage.

(b) By analysis.

Since $\$1\frac{1}{8}$ = 100 per cent.,

: $\$1\frac{1}{8} = \frac{1}{8}$ of 100 per cent. = $\frac{100}{8}$ per cent.

: $\$1 = \frac{100}{8}$ per cent. $\times 20 = \frac{2000}{8}$ per cent.

: $\$1\frac{1}{8} = \frac{1}{8}$ of $\frac{2000}{8}$ per cent. = $\frac{2000}{64}$ per cent.

: $\$1\frac{1}{8} = \frac{2000}{64}$ per cent. $\times 23 = 44\frac{1}{8}$ per cent.

6. Reduce 1 pk. .64 pt. to the decimal of bushel.

1 pk. + .64 pt. = 1 pk. + .32 qt. = 1 .4 pk. = .35 bu.

7. $\frac{1}{16}$ bbl. $\times 60 \times 260 \times \frac{1}{100} = \frac{1590}{100}$ bbl. = 57.3 + bbl.

8. The int. on \$1 for 360 da. = $\$ \frac{19}{360}$.

The int. on \$1 for 1 da. = $\frac{\$19}{300 \times 360}$

The int. on $\frac{1}{2}$ \$1 for 105 da. = $\frac{\$19 \times 105}{300 \times 360}$

The int. on \$542 for 100 da. = $\frac{\$19 \times 105 \times 542}{300 \times 360} = \10.012 — Ans.

9. Reduce 492 dekagrams to quintals.

$\begin{cases} \text{Since } 10 \text{ Dg.} = 1 \text{ Hg.,} \\ : 1 \text{ Dg.} = \frac{1}{10} \text{ Hg.,} \\ : 492 \text{ Dg.} = \frac{1}{10} \text{ Hg.} \times 492 = 49.2 \text{ hectograms.} \end{cases}$

$\begin{cases} \text{Since } 10 \text{ Hg.} = 1 \text{ Kg.,} \\ : 1 \text{ Hg.} = \frac{1}{10} \text{ Kg.,} \\ : 49.2 \text{ Hg.} = \frac{1}{10} \text{ Kg.} \times 49.2 = 4.92 \text{ kilograms.} \end{cases}$

$\begin{cases} \text{Since } 10 \text{ Kg.} = 1 \text{ Mg.,} \\ : 1 \text{ Kg.} = \frac{1}{10} \text{ Mg.,} \\ : 4.92 \text{ Kg.} = \frac{1}{10} \text{ Mg.} \times 4.92 = .492 \text{ myriagrams.} \end{cases}$

$\begin{cases} \text{Since } 10 \text{ Mg.} = 1 \text{ Qu.,} \\ : 1 \text{ Mg.} = \frac{1}{10} \text{ Qu.,} \\ : .492 \text{ Mg.} = \frac{1}{10} \text{ Qu.} \times .492 = .0492 \text{ quintals.} \end{cases}$

$\therefore 492 \text{ dekagrams} = .0492 \text{ quintals.}$

10. $\frac{1}{12} \times \frac{1}{12} \times \frac{1}{12}$ = no. cu. ft. in one brick.

$120 \times 8 \times \frac{1}{2}$ = no. cu. ft. in the wall.

$\therefore (120 \times 8 \times \frac{1}{2}) + (\frac{1}{12} \times \frac{1}{12} \times \frac{1}{12}) = \frac{120 \times 8 \times 1}{2} \times \frac{1}{12} \times \frac{1}{12} \times \frac{1}{12} = 34560 \text{ bricks}$

GEOGRAPHY.—1. Navigators have sailed around the world; when ships coming in from sea, from whatever direction, the top of their masts are seen and finally the hulls; when the shadow of the earth is cast upon the moon it is always a circle or part of a circle.

2. Volcanoes, which, during eruption, throw up large masses of highly heated matter; hot springs and geysers, and the gradual increase in heat as we descend in deep borings and mines.

3. Continental islands are those which lie near the continents, of which they seem to have formed at one time a part. The other class are oceanic islands, which lie far off from the main land.

4. Pacific, Atlantic, Antarctic, Indian, Arctic.

5. Brazil. France.

6. New Orleans. The vessel probably took its whole cargo at one point and must have taken it where it was in quantities large enough to ship. New Orleans meets both of these requisites.

7. Maine, New Hampshire, Vermont, Massachusetts, Rhode Island and Connecticut. Maine is called the Pine Tree State; New Hampshire, the Granite State; Vermont, the Green Mountain State; Massachusetts, the Bay State.

8. In the eastern part. The large and available water power, the great quantities of fuel as well as of raw material and the great facilities for foreign commerce make manufacturing profitable; while the comparatively small extent of available land makes agriculture less profitable.

9. Siberia. Russia.

10.

Country.	Government.	Ruler.	Capital.	Largest City	Exports.
Austria.	Empire.	Emperor.	Vienna.	Vienna.	Olive oil, fruits, silks, straw goods, wheat.
Italy.	Kingdom.	King.	Rome.	Naples.	Wine, glass, salt.

PHYSIOLOGY.—1. 27 bones; 8 carpal bones, 5 metacarpal bones, and 14 phalanges. The true hand, which belongs only to man, from its manifold distinct and combined motions and the great rapidity with which many of them can be executed, deserve the name of a universal instrument.

2. The brain is composed of very soft and easily torn tissues, and is the seat of the nervous centres of the vital functions and of the special senses, and therefore must be fully protected or life would be easily destroyed. If the heart, lungs and stomach were solidly cased in bone, the motions and variations in size, which are necessarily connected with their functions, could not take place, and life would cease.

3. Bones serve to protect the various vital organs and soft parts; they give a permanent form to the body and retain it in its upright position; they largely aid in the motions of the body by their connection with the muscles.

4. The muscles require rest because too long continued labor would result in exhaustion and eventually in paralysis. Want of exercise results in wasting of the tissues and a gradual extinction of the organ involved.

5. Warm dry air permits the exhalation of the watery vapor from the lungs while warm moist air does not; the accumulation of this in the lungs is not only oppressive to them, but, being more or less charged with dead particles of the tissues, becomes positively poisonous.

6. If the air is very cold, when breathed through the nostrils it becomes warmer before reaching the trachea, and so inflammations of the throat and lungs are avoided. Spores, specks and other foreign substances are caught by the turbinated bones and folds of the mucous membrane, from which they are more easily dislodged, and so prevented from entering the lungs or being carried into the stomach by the saliva.

7. Because the veins are much less elastic than the arteries, and receive the blood from many small capillaries in smooth streams, and not in jets as

arteries do from the heart, and because the valves in the veins prevent any retrograde movement of the blood in them. The veins lying close to the external parts of the body are subjected to considerable pressure by the action of the muscles, which presses the blood forward, but can not press ~~it~~ backward on account of the valves.

8. Chyle is formed in the upper part of the small intestines by the action of the bile, pancreatic juice and mucous secretions upon the fatty particles of the food.

9. The nerve fibres arising in the posterior part of the spinal cord are fibres of sensation, while those arising from the anterior part are motor fibres. They eventually join and form one nerve.

10. Its function is to receive the chyle from the lacteals and carry it into the general system, which it does by discharging it into a large vein just under the collar bone, called the subclavian vein.

HISTORY.—1. Among the principal tribes of Indians in the colonial period were the Wampanoags (of whom Massasoit and King Philip were chiefs), the Pequots (a fierce and hostile tribe), the Narragansetts (friendly to Roger Williams), the Delawares (with whom Penn made his treaties), and the powerful Iroquois (who really embraced several tribes, known as the "Five Nations" or "Six Nations").

2. Hernando Cortez, in 1519, explored parts of California and the Gulf of California.

3. Sir Martin Frobisher, in 1576-'78, made several attempts to find a north-west passage, going by way of Labrador and Greenland. He discovered the straits to Hudson's Bay, and gave his own name to one of these straits.

4. About 1610, perhaps a little later, Manhattan Island was settled by the Dutch. The year 1623 is given as the date of real colonization. The settlement was known as New Amsterdam; now New York City. Albany was settled about the same time.

5. The Quakers were persecuted because the Puritan colonists disliked their doctrines and manners, and because the Quakers disregarded the decrees of exclusion and banishment issued against them by the Puritans.

6. Louisiana was settled by the French in 1699, under D'Iberville, after having been explored by La Salle. In 1762 it was ceded by France to Spain; afterwards came again under the power of France, and was purchased by the United States in 1803, for \$15,000,000.

7. The Stamp Act of 1765, a British measure for raising revenue from the colonies, required all legal documents to be issued upon stamped paper, sold by the government. It was a form of "taxation without representation," and such was resisted by the colonies. The first formal resistance was in the Virginia assembly, in a paper presented by Patrick Henry. There was first heard the impassioned outcry, so often declaimed since: "Cæsar had his Brutus," etc.

8. The Battle of Bunker Hill, the first important engagement of the Revolution, was fought June 17, 1775, on one of the hills now included in Boston Charlestown). The British then held Boston, and tried to strengthen their

position by fortifying this hill. This the colonists undertook to prevent, and so brought on the battle. They had about 1500 troops, and the British twice as many. Each side lost one-third of its men. The Americans were defeated, but this defeat inflamed and united the colonists, and made the Revolution a necessity.

9. Washington, John Adams, Alexander Hamilton, John Jay, were the great names among the Federalists, 1789.

10. The war of 1712 was declared against England, because of her restrictions upon American commerce, and her interference with American seamen. In 1814 a British force of 5000 captured Washington City, burning the President's house, the capitol, and other public buildings.

ORTHOGRAPHY.—1. Letters may be divided into vowels and consonants. The basis of this division is the position of the organs of speech in making the sounds which the letters represent.

2. Ar'-mis-tice, Bar'on-et, con-voke', sir'-up, piqu'-ant.

3. The letter *a* may be used to represent seven sounds: as in ale, add, air, arm, ask, all, what.

4. Planning; beginning; inferring; setting. The rule that applies in the spelling of these words is: "Monosyllables and words accented on the last syllable which end in a single consonant preceded by a single vowel, double the final letter on receiving a suffix beginning with a vowel." To the word *beat* this rule does not apply. The final letter is not doubled.

5. Acct. is an abbreviation for account; cf. for compare; atty. for attorney; C. O. D. for collect on delivery; I. H. S. for Jesus the Savior of men.

READING.—1. (a) Lord Byron was the author of the poem. (b) He was born in London, January 22d, 1788. (c) He wrote the "Prisoner of Chillon," "The Dying Gladiator," "Apostrophe to the Ocean."

2. The emphatic words and phrases are: *dream, all, sun, extinguished, stars, wander darkling, and icy earth*, which are emphasized because they express new-ideas; *rayless and pathless—blind and blackening—and moonless air* are emphasized in order to make the idea of the total darkness caused by extinguishing the sun and stars still more emphatic.

3. All words containing vowels having the long sound can be emphasized by prolonging the vowel sound. Words having short vowel-sounds are generally emphasized by speaking the word with more force.

4. Did wan-der dark-ling in-th' eter-nal space. Rayless-and path-less and the i-cy earth.

5. A want of the proper kind of type makes it impossible to indicate the pronunciation of these words by the use of diacritical marks.

GRAMMAR.—1. He is the most remarkable man *that* the present age has produced. That is a simple relative pronoun third, singular, masculine, and agrees with its antecedent *man*; objective case and object of *has produced*; it also connects the clause in which it stands and its antecedent.

2. The pronoun should be of the first person rather than the second or third, and of the second person rather than the third.

3. I being present, they were embarrassed. I is a simple personal pronoun; first, singular, masculine, nominative, used independently.

4. "Doubtless, many failed on this question," said the examiner. A comma is used after doubtless because the word is not placed in its natural position in the sentence; a comma is placed after question because a short quotation should be separated from the rest of the sentence in which it stands by a comma.

5. It is a simple, declarative sentence; logical subject, *Daniel Boone, the pioneer of Kentucky*; logical predicate, *was born in Bucks County, Penn.*; grammatical subject, *Daniel Boone*, modified by a noun in apposition, *pioneer*, which is modified by the article *the* and the adjective phrase *of Kentucky*; *was born* is the grammatical predicate, modified by the adverbial phrase *in Bucks County*, of which *in* is the preposition, and *Bucks County* the object, modified by the adjective phrase *in* [understood] *Penn.*

6. *Every* is a distributive pronominal adjective, and modifies *one*. *One* is an indefinite adjective pronoun (pronominal adjective used as a noun), objective case, subject of the infinitive [*to*] attend.

7. I may be seen,
thou mayst be seen,
he may be seen,
we may be seen,
you may be seen,
they may be seen.

8. An abstract noun is the name of a *quality* or of an action, considered apart from the object to which it belongs. A verbal noun is a participle, gerund or infinitive, used as a noun.

9. Grammarians like to parse the infinitive. To parse is a verb in the infinitive mood, used as a noun and object of the verb *like*.

10. Pronominal adjectives are those limiting adjectives which may, without the use of the article, represent a noun understood.

THEORY AND PRACTICE.—1. The teacher should give such attention to the manners of his pupils as will secure needed improvement. Good manners are cultivated more by example than by precept, but drill and instruction are often necessary to correct bad habits. The cultivation of good manners is one of the important objects of a school.

2. School instruction sustains a close relation to school discipline. Good instruction gives the pupils confidence in the teacher and increases their interest in study, and thus lessens misconduct. Other things being equal, the better the instruction of a school, the more efficient its discipline.

3. A few general directions to secure system may properly be announced at the opening of the school, but rules forbidding specified misconduct should be enacted only when circumstances make them necessary. It is generally best to correct misconduct without enacting a rule to prevent its repetition. Discipline is more effective than rules.

4. The imposing of extra study as a punishment for misconduct tends to make study irksome and unpleasant, and hence this mode of punishment should

not be used. The teacher should aim to increase the pupils' interest and pleasure in study.

5. The chief difficulties in the management of a country school are: (1) the number of classes, necessitating very short exercises; (2) the absence of a prescribed course of study, with conditions of advancement; (3) the desire of too many parents to interfere with the teacher's plans and methods; and (4) the frequent change of teachers. There are other difficulties, but these are almost universal.

PROGRAMME OF THE COUNTY SUPERINTENDENTS' ASSOCIATION.

To be held at Indianapolis, June 22d and 23d, 1880.

TUESDAY MORNING—1. An address by Prof. Jas. H. Smart, Supt. Public Instruction. 2. Paper—Skilled Labor, A. C. Goodwin, Prest. of the Association. 3. "In what way can the Acts of the County Board of Education be made of more binding force upon the respective members of the board, and be made to exert a greater influence over the community? Wm. H. Caulkins, superintendent of Tippecanoe county. Discussion opened by Geo. W. A. Luckey, superintendent Adams county.

AFTERNOON—4. What should be the Qualifications of Superintendents and how should they be determined? Jacob B. Blount, superintendent Rush county. Discussion opened by Oliver Bulion, superintendent Parke county. 5. Uniformity of School Work throughout the State. Elisha B. Milam, superintendent Knox county. Discussion opened by W. E. Bailey, superintendent Marshall county. 6. Report of committee on "Manner of Conducting County Institutes." L. P. Harlan, chairman, superintendent Marion county.

7:30—Conference of County Superintendents and State Board of Education.

WEDNESDAY—1. Of what Value are Monthly and Term Reports? Jno. W. C. Springstun, superintendent Crawford county. 2. What changes and improvements can be made in our manner of grading, and in the course of Study? Edmund B. Thornton, superintendent Lawrence county. Discussion opened by S. D. Crane, superintendent Lagrange county.

AFTERNOON—3. How can we secure prompt, regular, and full attendance? Jason H. Allen, superintendent Vigo county. Discussion opened by Aaron Pope, superintendent Hancock county. 4. Report of committee on "Diploma for pupils completing the course in the District Schools." Jno. C. Macpherson, chairman, superintendent Wayne county. 5. Report of committee on "Graduation of License," by George A. Osborne, chairman, superintendent Grant county.

The morning exercises will begin promptly at 9 o'clock, and the afternoon session will begin at 2 o'clock.

Editor Journal.—By reference to the September number of the Journal, we find this problem in the State Board questions: "If 12 oz. of wool make $\frac{1}{2}$ yd. of cloth, which is $1\frac{1}{2}$ yd. wide, how many lbs. of wool will it take to make 150 yd. of cloth $\frac{3}{8}$ yd. wide?" The answer given is 25 lbs. I find the same problem in the Danville Normal Teacher, and the answer given 18 lbs. Neither is correct. The Journal's mistake is in using 12 oz. for a lb. of wool, while the Teacher's mistake is in using an incorrect process.

Statement— $2\frac{1}{2} : 150 :: 12 : (?)$

$1\frac{1}{2} : \frac{3}{8}$

Solution— $12 \text{ oz.} \times 2 \times 150 \times 2 \times 5 = 300 \text{ oz.}$

$5 \times 3 \times 8$

$300 \text{ oz.} \div 16 = 18\frac{3}{4} \text{ lbs.}$, the correct answer.

J. W. STOTT.

CLARK'S PRAIRIE, IND.

The Journal discovered its mistake soon after making it, but neglected to make the correction.—ED.

PURDUE UNIVERSITY.—The Mechanics Shop is fitted with tools, and the machinery driven by steam power. The present fitting can be increased to accommodate twenty students, ten at a time. The system adopted for mechanical training is what is known as the instruction or Russian method, but is proposed to end each series of lessons with the construction of one or more articles. The course extends through two college years, two hours of shop work daily. Its aim is to teach the use of tools and those elementary facts and processes which underlie all mechanical trades.

A very handsome green-house has been built by M. L. Pierce, Esq., treasurer of the University, who, several years since, donated \$1,000 for this purpose. This donation covered the cost of the building, not including heating and water fixtures, and it is proposed to call the structure the "Pierce Conservatory." It is already more than half-full of choice plants, many of them donations.

L. S. Thompson, Prof. of Industrial Art in Purdue University, is editing an "Art and Educational" column in the Lafayette Sunday Leader. It contains variety, good suggestions, humor.

The new Normal at Marion, under the control of T. D. Tharp, opened with near one hundred students. The prospects seem bright.

PERSONAL.

A. C. Hopkins, former State Superintendent, has accepted a position in the faculty of the Danville Normal School.

E. K. Tibbets, superintendent of Jefferson county, examined forty applicants at the examination in April. Mr. Tibbets is raising the standard in his county, and improving the schools generally.

James O. Wright, of the Indianapolis High School, graduated at the Central Law School of Indiana April 6th.

Allen Moore, who has had charge of the Antioch schools, is spending the spring term at the Valparaiso Normal. He will return to Antioch next year.

Neil Gilmore has just been elected to a third term as State Superintendent of New York. In New York the Legislature elects the State Superintendent.

Nelson Yoke, principal of the Seventh District School, Indianapolis, has received the nomination as a member of the city council, and is likely to be elected.

John Carney, the only county superintendent Jennings county has ever had, was recently nominated for county auditor by acclamation, by the Republican convention.

N. C. Daugherty, Supt. of the Peoria, Ill., schools, who had some trouble with his board and some of his teachers last fall, has just been re-elected by a vote of 18 to 1.

J. H. Smart, State Superintendent, has consented to allow his name to come before the Democratic State convention for nomination to the same office for the *fourth* term. Mr. Smart's standing and ability need no comment.

J. E. Dorland, well known to many of the teachers of the State, now agent for Van Antwerp, Bragg & Co., with headquarters at Louisville, recently made the Journal office a pleasant call. He remembers his Indiana friends with pleasure.

S. H. White, who has been the principal of the Peoria (Ill.) normal school for so many years, is residing this year. Prof. White is too valuable a school man to be allowed to "rest" long. On another page he gives the results of observations made in Canada.

J. H. Martin, Supt. of the Franklin schools, also Supt. of Johnson county, has been announced as a candidate for State Superintendent. Prof. Martin stands *high* in more senses than one; and has never yet failed in any position he has been called upon to fill.

J. M. Roseberry, C. E. Hodgin, and Fannie Johnson, who taught the school at Trafalgar last winter, made it the best school ever taught in the place, and they have been urged to return and teach the school next year. All three, together with two or three of their students, are attending the State Normal this spring.

Hon. John I. Morrison, of Knightstown, has been appointed trustee of the State Normal School, to fill the place of Timothy Nicholson, of Richmond, whose term has expired. Mr. Nicholson has been an excellent trustee, one of the best ever appointed, and the Governor is fortunate in finding another first-class man to take his place. Mr. Morrison served a number of years as trustee of the State University. He is a good man and will make a good trustee.

W. H. Fertich, whom many of the Journal readers will remember, has been making a marked success the past year as superintendent of the Mishawaka schools.

D. Eckley Hunter has invented a new game for children, which he calls "Spelling for Fun."

W. H. Wheeler, Supt. of the Warsaw schools, has resigned his place to take an agency for the introduction of D. Appleton & Co's. school books. His place has been filled by Mr. Sturgis.

M. E. Please, of Howard county, is the nominee for State Superintendent of Public Instruction, on the National ticket.

Granger, Davis & Co., publishers of Houghton's Wall Chart of United States History, and of the Conspectus of the history of political parties in this country, have moved their office to the large and commodious ground-floor rooms of the Journal Building, on the northeast corner of Circle and Market streets. Their rapidly increasing business has made this move necessary. Enterprise and money will make any legitimate business a success.

NORMALS.

B. F. Johnson, of Oxford, has started a spring normal, with an enrollment of 65.

Allen Moore and county superintendent Stults will begin a normal in Huntington, August 9th.

T. F. McGuire, assisted by J. C. McCave, will open a five weeks review term of the Dover Hill Academy July 5th.

Jas. K. Beck and Jas. A. Woodburn will hold a normal in Bloomington, beginning July 19th and closing August 27th.

An "Inter-county" summer normal will begin at Rochester July 19th, to continue five weeks. I. H. Cammack, principal.

The Dearborn County Normal will open, for a term of six weeks, at Lawrenceburg, July 12th. F. H. Tufts and J. R. Trisler, managers.

The Decatur County Normal will begin at Greensburg July 19th, for six weeks. J. L. Carr, L. E. Duncan, J. A. H. Stagg, instructors.

The fifth annual term of the Westfield Normal will open July 19th, for five weeks. Instructors, John Pennington, A. Rosenberger, C. F. Coffin.

A tri-county normal for Henry, Rush, and Hancock counties will begin at Knightstown, July 19th, for five weeks. Instructors, M. Seiler, C. W. Hodgin, Eli F. Brown.

BOOK TABLE.

The Western Educational Review is the name of a new school paper just launched at Ft. Scott, Kan. The paper is published in the interest of a normal school. This is the passion now-a-days. Every school must have its "organ."

Harper's Monthly still maintains its high character as a literary magazine. The best writers in the country contribute to its pages, and it stands as an exponent of the best current literature. Teachers should take and read such a magazine.

The National Sunday School Teacher for April shows a capital likeness of Robert Raikes, a view of "the first Sunday-school building in Gloucester," where he began his Sunday-school work, a picture of the Gloucester cathedral and of the statue to be erected in honor of Raikes on the Thames embankment. The juvenile helps—*The National Quarterly*, *The Scholar's Weekly*, and *The Little Folks*—are all that can be desired for their several departments. Chicago: Adams, Blackmer, & Lyon Publishing Co.

The Western Normal Educator is the name of a new school journal, edited by T. W. Fields, teacher in the Ladoga Normal School. With four educational papers already in the field we are not able to see the "demand" for another in this State, but that is not our business. We recognize the right of any one who chooses to do so to edit any kind of a paper he pleases. Such an enterprise is a matter business and not a matter of friendship or courtesy. It is refreshing to note that the "Educator" does not claim to be "the Prince of school journals," or "the most original as well as the most practical school journal in the world." A little grain of modesty now-a-days is certainly praiseworthy. The Barnum style of puffing and blowing, in which the principal part of the *show* is on the *bills*, is entirely too common.

We hope Mr. Fields will make a good paper and find readers for it.

Master Pieces of English Literature, by Wm. Swinton. New York: Harper & Brothers. A. C. Shortridge, Indianapolis, agent for Indiana.

In something more than 600 pages Mr. Swinton has given the best work on English Literature for use in high schools and colleges we have yet seen. The study of literature as usually taught, amounts to but little more than the study of the biography of authors and a little *about* what they have written. Usually the number of authors studied precludes the idea of more than a smattering. In this work but forty (a number still too large) have been selected. About 30 pages are given to the rules and definitions of Rhetoric. A portrait of each author is given. Each author is introduced by a "characterization" written by some other noted author or critic. Following this are the characteristic selections, usually entire. The accompanying notes and explanations, and the "literary analysis," which consists largely of suggestive questions, will be of great advantage to the student, and assist much in directing the teacher. Every teacher of English literature should see this work.

A Class-Book History of England, by Rev. David Morris, Classical Master in Liverpool College. New York: D. Appleton & Co. Hiram Hadley, Indianapolis, agent for Indiana.

This book is comprised in something more than 500 pages. It is a difficult task to bring the history of a country as old as England within the limits of an ordinary text-book without making it a mere compendium of events and dates. In this volume the author has happily selected the main points and has so interwoven incident and anecdote as to present a connected view and at the same time given the reader enough of detail to excite an interest and hold the attention.

Life of Zachariah Chandler. State agent, J. M. Olcott, Indianapolis.

The life and public services of Zachariah Chandler make an interesting study. He was emphatically a self-made man, and achieved great success as a financier and as a statesman. Mr. Chandler was in the U. S. Senate during the time of the Rebellion, and was on the committee on the "Conduct of the War." His services to the country are marked, and his eminent ability no ones concede more readily than his political enemies.

By reading the book one gets not only the life and characteristics of a great man, but he gets at the same time a great deal of valuable historical information. History is made in great part by great men, and much of the most interesting and most valuable history comes through the study of biography. The rapidity with which this book sells indicates its popularity.

Our Common School Sys'em, by Gail Hamilton. Boston: Estes & Lawriat.

To persons familiar with Gail Hamilton's writings it is not necessary to say that this volume is vigorous, pointed, trenchant, entertaining. The fact that Gail is not a teacher and never was crops out on nearly every page, but this only gave her more freedom. If she had had personal experience, or had observed closely, she would have been hampered by *facts*, and her sweeping, unqualified statements in regard to many points would not be so charming as they now are. This book is another proof that "anybody can discuss school matters."

Notwithstanding its faults, the style is so fresh, and the excellent points made so numerous and so well put, the book is well worth reading. It does a teacher good to occasionally "see himself as others see him." The faults are usually overdrawn, but are generally real and need attention: and the remedies suggested are not generally practical, but are worth considering. The worst thing in the book is its heresy on the high school question.

BUSINESS NOTICES.

The fifth annual term of the Oxford Normal under the superintendence of B. F. Johnson will open July 26th, and continue eight weeks. 5-2t

Jesse H. Brown, Supt. of Drawing, Indianapolis, can be engaged for institute work in the month of August. Will do work in any of the subjects usually presented at institutes, including evening lectures.

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W. S. OODNOUGH,
Columbus, O.

5-11

WANTED.—The Brownstown School Board want for their schools a superintendent, two intermediate teachers, and one primary teacher. The school year continues from 7 to 8 months. J. R. Nixon, who had charge of the schools last year, left them in excellent condition. For information, address D. A. Kochenour, secretary, Brownstown, Ind.

OHIO CENTRAL NORMAL SCHOOL.—Reorganized with full faculty. Three full courses, one, two, and three years respectively. Incorporated under State Board of Trustees. This is the only Normal School in the State having a distinct Professional Course of Study and Practice combined with the most thorough academic instruction.

5-11

Address, JOHN OGDEN, Prin., Worthington, O.

THE ANALYTICAL COMPENDIUM OF ENGLISH GRAMMAR.—A complete diagram of the Principles of Analytical Grammar with Illustrations. Sent to any address by mail on receipt of *50 cents*.

Address, J. M. OLCOTT, Indianapolis.

WANTED.—Solicitors to take Orders for the Life of Zachariah Chandler. This book is selling very rapidly. One agent took 8 orders in three hours; another 125 orders in one week; Another 16 the first day. Others are doing well. Secure the *exclusive rights* for a good county and you can make money.

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J. M. OLCOTT, Indianapolis,

5-11

Sole Agent for Indiana.

Prof. V. A. PINKLEY, a most popular and thoroughly trained Elocutionist, of Philadelphia, is at present in the midst of a most prosperous term of work in the city of Toledo, Ohio. He has some two hundred and thirty pupils under his charge—lawyers, ministers, teachers, students, and citizens all unite in the work. His fame as a public reader and an instructor in his art is rapidly spreading in the West. His future looks bright indeed. For Institute instruction address at Toledo, Ohio.

5-11

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BUTLER UNIVERSITY SUMMER SCIENTIFIC SCHOOL.—O. P. Hay, Professor of Natural History in Butler University, wishes to organize a party for the purpose of making scientific collections in the State of Mississippi during the summer vacation. The field is a rich one for collecting zoological, botanical and geological specimens. The expenses will be reduced to the minimum. Correspondence is solicited with any who may desire to accompany the party. Address O. P. Hay, Irvington, Ind. 5-11

MUSIC TEACHERS—Send for circular of the six weeks Summer session of the Ohio Normal Music School. In methods of instruction, eminent instructors, and in every regard, this school is unrivalled. There are several features which make it exceedingly desirable to teachers.

Address,

N. COE STEWART, Cleveland, Ohio.

Prof. E. E. SMITH, Principal of the Academy of Purdue University, will do Institute work during the summer vacation upon reasonable terms. His lectures will embrace work in Physical Geography, Physiology, English, History U. S., Theory and Practice, &c., &c. Evening lectures if desired. Address at Lafayette, Ind.

TEACHERS are respectfully informed that the first and only absolutely complete **History and Chronology of North and South America** ever offered is now ready. It contains the works, word for word, of the most celebrated of American Historians, in one royal 4to volume of nearly 1000 pages, fully illustrated (equivalent to 6000 octavo pages). All critics pronounce it the "*Fountain Head of American History, unequalled for reference or study.*" "No teacher can afford to be without it." Sent by express, prepaid, on receipt of \$10.00. Special rates to teachers.

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5-6t

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No. 6.

"TO BE OR NOT TO BE."

OR,

BACON VS. SHAKESPEARE.

J. B. ROBERTS, PRIN. INDIANAPOLIS HIGH SCHOOL.

 AMONG the many idols of literature and tradition that modern iconoclasts have sought to dash in pieces, a conspicuous example is Shakespeare. Within the present generation several volumes displaying vast research, and not a few brilliant essays, have been written to prove that Wm. Shakespeare was nothing more than an ordinary, though very successful, theatrical manager, who has had the good fortune to appear not only to his contemporaries but to posterity, in fine borrowed plumage, or, as Robert Greene puts it, he was but an "upstart crow beautified with our feathers." Those who wish to enter into a thorough investigation of the Shakespearean problem, from this modern standpoint, will do well to consult the works of Miss Delia Bacon and Nathaniel Holmes, who have treated the subject exhaustively as well as very ingeniously, and have proved, at least to their own satisfaction, that the personage known to tradition as Wm. Shakespeare, of Stratford on Avon, was entirely unequal to the task of producing such master-pieces as Hamlet, Macbeth, King Lear, or in fact any of those wonderful dramas which bear his name on their title page. The most recent as well as the most condensed discussion of this subject that I have seen is contained in the February and June

[1879] numbers of Appleton's Journal. The writer is one Appleton Morgan, who does not shrink from begging the whole question by giving his articles the title of "The Shakespearean Myth." A still more brief outline of the argument of these iconoclasts may be of interest to some.

The argument is of necessity almost wholly negative. The thirty-six or thirty-seven dramas attributed to Shakespeare are a great and a very positive fact. They constitute as a whole, the most wonderful monument of human intellect to be found in the literature of the whole world. The production of any one of at least a dozen of them would be enough to entitle the author to rank as the foremost genius of all time, but taken in the aggregate, they show a range of knowledge and an intellectual grasp that even the epithet myriad-minded would scarcely be adequate to express.

Now as every effect must have a sufficient cause, let us see whether we can find this sufficient cause in what is known of Shakespeare outside of the works bearing his name. Shaw, in his new History of English Literature, says that the following few lines contain all that can be positively stated about Wm. Shakespeare :

"John and Mary Shakespeare were his parents. He was christened in the little town of Stratford-on-Avon, in Warwickshire, England, the 26th day of April, 1564. He was married when eighteen years old. Three years after his marriage he went from Stratford to London. He was an actor, and one of the proprietors of the Globe Theatre. Ben Jonson was his intimate acquaintance. His last years were spent in his native place, where he was one of the influential citizens. He was once a plaintiff in a suit at law. He died on the 23d day of April, 1616."

This and nothing more. Now if from such a source can have come the wonderful collection of Shakespearean plays, will it not be an inversion of the old proverb of "Parturiunt montes," etc., etc.? Is the cause adequate to the effect? There is no reason to suppose that Shakespeare had more than the rudiments of an English education, and yet in his works (so-called) there is evidence of the greatest familiarity with all the learning of the time. From internal evidence Shakespeare has been claimed to have been specially educated in all the learned professions.

He seems to be familiar with all trades and handicrafts, and to be generally at home in palace and cottage. Coleridge seeing the difficulty of reconciling the sweep of Shakespeare's all-embracing knowledge with the limitations of his opportunities, cuts the Gordian knot by declaring that "the intensity of the impressions made upon his mind by outward objects was out of all proportion to the degree of attention he bestowed upon them." Even if we accept all that tradition has brought down to us, it is impossible to find the time or means by which Shakespeare could have furnished his mind with the vast store of learning with which the dramas under discussion are freighted. He seems to have been a busy and successful theatrical manager, a business which requires unremitting attention. We do not hear of his frequenting libraries either public or private, nor of his burning the midnight oil. We do have, however, traditions of carousals and rollicking escapades, with a few boon companions. There is none of the mysterious and profound melancholy of a Hamlet, in whose character some critics have supposed that the great dramatist was, as one might say in provincial Latin, *de profundis exclamavit*.

The almost entire absence of contemporary testimony in regard to Shakespeare as a writer, must not be overlooked. We have the sarcastic reference of Robert Greene, already alluded to, which is *supposed* to mean Shakespeare. We have also one or two brief and rather complimentary paragraphs from Ben. Jonson, and, perhaps more important than anything else, his Underwood poem, addressed "To the memory of my beloved master William Shakespeare, and what he hath left us," which is prefixed to the folio of 1623. But notwithstanding this, critics and historians are divided in opinion as to the real feelings cherished by "Rare old Ben" towards his business rival, and whether they were indeed upon friendly footing. Verily, we may well reverse the application of the ingenious dictum of Coleridge quoted above, and say that the impression made by Shakespeare upon his contemporaries was indeed out of all proportion to the attention bestowed upon the plays brought out at his theatre.

It is of course known to every reader of Shakespeare that the first collected edition of these plays published was the folio of 1623, edited by Heminge & Condell, who had been associated with Shakespeare in the theatrical business. Sixteen of the plays

had been published during the reputed author's lifetime, in separate form, quarto size. They were probably surreptitious copies, very imperfect indeed. Some of the plays in the folio edition contain nearly twice as many lines as the earlier edition. There is no evidence that Shakespeare gave any attention to publishing his productions during his lifetime or manifested any concern or interest whatever in the matter. Nor did he make provision in his will for the preservation or publication of any manuscripts belonging to him. There does not seem to be anywhere any evidence that he claimed to be the author of any play, unless silence at the use of his name by those who did publish, may be construed into a claim of authorship.

That they were his property, or at least that of the Globe Theatre, may well be conceded, and also that in the absence of a copyright law it was for the interest of the proprietors to prevent the publication of plays that were so popular and remunerative as these when presented on the stage. It may also be conceded that they were called Shakespeare's plays and popularly supposed to be his productions.

There seems at that time to have been no great curiosity about literature or literators. People were content to be instructed or amused without troubling their heads any farther about the matter; and, as it is a poor rule that don't work both ways, authors seem to have been quite as heedless of the honor and reputation that might have come to themselves from the toil of their brains, provided that in spite of literary pirates they might reap a substantial reward of ducats.

But the plays were pirated and published as Shakespeare's, and he did not deny the impeachment, therefore he must have been the author. Well, admit they were his; perhaps he had paid for them like an honest man, and had a right to call them his own; and when thieves broke through and stole them and the law would protect the thieves in their robbery, and they thought it would give an honest look to their nefarious trick, and perhaps at the same time increase the money value of their acquisition, to sell the stolen goods with the owner's trade mark upon them, he simply made the best of the situation and said nothing about it. He neither affirmed nor denied anything.

It is even possible that you or I, gentle reader, might consent to rest uncomplainingly and without protest under the imputa-

tion of being the author of a Merchant of Venice, or a Romeo and Juliet, especially if it involved no greater sacrifice of veracity on our part than that of holding our tongues.

If it be thought that the folio edition of 1623, published by John Heminge & Henrie Condell, affords irrefutable evidence of the Shakespearean authorship, it must be borne in mind that this was a business speculation. It was for their interest to represent these plays as the only correct and complete edition of those works that had already become so popular and were so much sought for under the name of a certain reputed author. It is possible, as will appear further on, that the real author had never wished to have his name connected with writing for the theatre, and that it was agreed between him and Shakespeare that the plays should be allowed to appear under the latter's name; but aside from any such consideration as this, and in the absence of any counter claimant, H. & C., from purely business considerations, would not be disposed to disturb the popular opinion in regard to their authorship.

They tell their readers that they have heretofore been abused with divers stolen and surreptitious copies, maimed and deformed by the frauds and stealths of injurious impostors, and that now for the first time they are offered to view cured and perfect of their limbs, and all the rest absolute in their members, as the author conceived them.

It is quite conceivable, moreover, that H. & C., notwithstanding their business relations with Shakespeare, were ignorant of the true secret of the authorship of the splendid works for whose more perfect preservation we are so greatly indebted to them.

There is, however, every reason to believe that the editors of the first folio practiced deception in intimating that they were in possession of the original manuscript copies of the plays. The evidence all goes to show that they could not possibly have had the original MS. of more than a very few plays, and the probability is that there was not at that time a single one in existence in Shakespeare's hand-writing. The Globe Theatre was burned in 1613, ten years before the publication of the folio, and it is more than probable that all or nearly all the original copies, which were the property of the theatre, perished. Not a scrap of a play in Shakespeare's hand is known to be in existence, nor is there any history or tradition of any having been in possession

of any person since Shakespeare's death, if we reject the evidence afforded by the guarded statement contained in the preface to the folio.

We have thus seen upon what a slender thread of evidence hangs the claim that Wm. Shakespeare wrote the plays bearing his name. But the plays are in existence and were produced between the years 1588 and 1613, while Shakespeare was actively engaged in the theatrical business at London; and unless some theory more plausible than the commonly received one for their production can be shown, the popular belief is not likely to be greatly disturbed.

If Shakespeare had not the genius, industry, learning and leisure to write Hamlet, Othello, and the rest, was there any one then living who had all these essential qualifications, and whose social or political standing was such as to afford a motive for concealing his identity? It is claimed that all these conditions are found in Sir Francis Bacon.

A careful study of Bacon's career would make these points clear. Only a brief outline can be given in this paper. Bacon was born in 1561, and was three years older than Shakespeare. Hence the two men were in the height of their powers at the same time. Bacon's birth, education, and social and family connections were such as to entitle him to the hope of rising to the highest rank in the court of Queen Elizabeth. The reputation of having anything to do with the theatre in any relation except that of patronizing it, would have lowered him in the estimation of those with whom it was of the utmost importance to him to stand well, and it would thus have greatly impaired his prospects of preferment.

The struggles which Bacon passed through between the death of his father, 1579 and 1613, when he became Attorney General, are too well known to be recounted here. Notwithstanding the many public positions he held as member of Parliament, Solicitor General, etc., it was only through the generosity of Essex and the small income of his wife, that he was able to struggle along and keep out of the clutches of importunate creditors. He was actually in prison for debt on one occasion. In 1608 he obtained the office of clerk of the Star Chamber, which, while holding in reversion, he had waited for twenty years.

It was during these years of hope deferred, of poverty, and

of that large leisure which hangs so heavily upon the life of a briefless barrister, that these plays were produced. If Bacon wrote them he certainly had time enough to do it, and he had the motive in the desire to supplement a slender income from the price that the Globe Theatre was willing to pay for so capital productions; and he had also the motive mentioned above for concealing their true source.

He would be very willing that Shakespeare or any other man should enjoy the credit of their authorship, provided that he himself might enjoy the ducats. If any one says that it is impossible to believe that such a man as Bacon, and above all one who could utter such grand sentiments as these plays are replete with, should be so sordid as this view implies, it will be sufficient to refer to Bacon's downfall and his humiliating confession—"I do plainly and ingenuously confess that I am guilty of corruption," to show what he was capable of: and the case is no better with Shakespeare, for there is no claim anywhere that he ever set any other than a money value upon the plays, and that even, only in his managerial capacity.

Bacon was doubtless the most learned man of his times. Of no other man then living can it be so confidently affirmed that he possessed the knowledge of books, of history, of science, of the manners and language of the great and noble, of state craft, and of philosophy.

It is also a singular coincidence, to say the least, that Bacon is known to have been a diligent reader of many of the Greek and Roman classics at the very time when so many of the Shakespearean plays appeared that were founded directly upon these works.

It is hard to believe that Shakespeare could have imitated so closely a Latin or an Italian drama which had not yet been translated into English, as it is certain that the author of these plays did. Bacon, who was thoroughly acquainted with both Latin and Italian literature, could have done so. The utter silence of Bacon in all his voluminous philosophical, historical and literary works, as to the existence of such a person as Shakespeare, is justly thought to be significant. How could such a man as Bacon have been oblivious to the surpassing merits of such a genius as Shakespeare; admitting him to have been what posterity has supposed.

If this new theory has anything of truth in it, it is surely to be expected that there will be many passages in Bacon's reputed writings that will show close parallelism both in thought and language with passages in the plays. These parallelisms are neither few nor insignificant, but those who wish to go into a study of that branch of the discussion, must go to the thick volume of Judge Holmes, and they will find sufficient food for reflection.

I have thus, as briefly as the nature of the case admits, shown where the argument lies. Probably it will have about as much influence upon the popular belief as Bishop Whately's celebrated "Historic Doubts concerning Napoleon." It must be admitted that the Baconian theory rests wholly upon circumstantial evidence, while the Shakespearean theory rests upon personal testimony wholly. But when, as in this case, well founded doubts appear as to the competence or disinterestedness of the witnesses, it is possible that there may be found a few judicial minds who will see how much stronger than any such rotten cord is the triple chain of circumstances, so consistent as that which connects and identifies the personality of the greatest philosopher with that of the greatest poet of the Elizabethan age.

MATHEMATICAL TEACHING.

J. P. FUNK.

EVERY science rests upon a few basal principles. These principles formulated give rise to a few definitions. In our study of any science we recur continually to these definitions in order that we may assure ourselves that we are not departing from the established principles that lie at the base of the science that we are investigating.

In mathematics, not less than in other sciences, should our processes of reasoning and methods of investigation harmonize with the ground principles of the science.

Prof. Davies asserts that, "In the whole range of mathematical science there is no logical test of truth but in a conformity of the reasoning to the definitions and terms, or to such principles as have been established from them."

Mathematics has been called *Mathesis*, *The discipline*, "because of its incomparable superiority to other studies in evidence and certainty, and, therefore, its singular adaptation to discipline the mind." It has been called the "exact science" on account of the certain and satisfactory results obtained in the solution of the problems which it presents.

From these considerations we would very naturally conclude that, though the methods of investigation might vary greatly, they would all be in strict harmony with the foundation principles of the science. But this is not the case. Even many of these principles do not seem to be so well established, and so uniformly accepted as to preclude differences of opinion among mathematicians.

The student of mathematics who assigns himself the task of investigating the elements of the science, the principles of arithmetic, finds himself, at once, plunged into the depths of confusion by the conflicting definitions that he encounters, and which serve, too often, only to cover up the principles of the science, and to harass and confuse the investigator.

After accepting the statement of some author as a principle of the science he, too often, finds that reasoning based on it brings him into direct conflict with some other supposed principle of the science.

There seems to be a growing feeling that our schools need better methods of work in mathematics; especially is this true of arithmetic. Prof. Charles Davies, who is certainly good authority on this subject, says, "It is to the shame of science that it has yet presented no acceptable plan of treating the subject of Arithmetic—that the technical terms are yet unsettled—that we are yet divided in opinion even in regard to a correct definition of addition."

This lack of scientific methods of teaching arithmetic has led to great confusion, and brought into the school-room innumerable loose expressions, and illogical processes of reasoning, until the ordinary student is content to know the "how" of mathematical processes, with little care for the "why," the result being the one great end in view.

A teacher of large experience said that he never discovered the difference in meaning between the terms remainder and difference, as applied to the result in subtraction, until he began to teach subtraction by means of Hunter's sticks.

Accuracy of thought has a tendency to produce accuracy of statement, while looseness of expression is indicative of a lack of clear perception. How often we hear expressions like these: "Write the numbers to be subtracted under each other," as if both minuend and subtrahend were to be subtracted, or, two numbers could be under each other at the same time. Or, "reduce both fractions to a common denominator and subtract the numerators." Subtract the numerators from what? Are both numerators to be subtracted?

Again, a over b is a very common, but objectionable, expression for a divided by b .

Multiplying both sides of the equation by 2, is not less objectionable than multiply both ends of the equation by 2, and yet it is an expression which occurs frequently in some of our popular text-books.

It requires great care and constant watchfulness on the part of the teacher to prevent pupils from using such expressions as "multiply the \$5 by the 2 yards," or, "multiply the \$5 by 2 and we have \$10." Do we have \$10, or only a product?

Who has not heard an analysis like this: If one hat cost \$5, then four hats cost four times five, which are \$20? But four times five are not \$20.

Our text-books furnish expressions like the following: "First multiply the 7 bushels by 4, which make 28 pecks." Here is logic! 4 times 7 bushels = 28 pecks!

And, "to reduce pints to quarts we divide by 2," and yet the author who uses this expression claims that the divisor and dividend must be of the same denomination, and all authorities, so far as I know, that claim that a concrete number can be divided by an abstract number, hold that the quotient, in such case, must be like the dividend. Therefore, it must be regarded either that it is impossible to divide pints by 2, or else that the quotient is pints and not quarts.

How often are pupils allowed to write such questions as, 5 yd. = \$15. And some of our best text-books have $15^{\circ} = 1$ hr. Suppose we subtract 1 hr. from each member of this equation, then $15^{\circ} - 1$ hr. = 0, which violates a principle of simple subtraction—minuend and subtrahend must be of the same denomination. And what shall we say of the rule, "divide the degrees, minutes, and seconds by 15 and mark the quotient hours, min-

utes and seconds." Do you think that 2 hr. is the quotient of 30° divided by 15? Such is the logic of our text-books!

After repeated trials at county and township institutes we have been unable to find teachers agree, in a single instance, as to the result of $4 + 2 \times 4 - 2$, often obtaining three or four different results. When we have claimed that 4×2 is a monomial expression, and that the original expression must be understood to mean $4 + 8 - 2$, we have met with the objection that "that is Algebra," but that in Arithmetic the operations should be performed in the order in which the numbers are written, and yet algebra is only literal arithmetic as distinguished from Arabic arithmetic.

Again we are told that such things are conventional. Grant it. But is it not time that usage should approach uniformity more nearly?

One class of mathematicians teach us that the dividend and divisor must be of the same kind, that is, must have the same unit of measure, and that the quotient is always abstract, while those of another class as confidently teach that the divisor may be abstract and the dividend concrete, in which case the quotient will be concrete and of the same denomination as the dividend. While still another class insist that, if the dividend is concrete the quotient must always be concrete. For, say they, "An apple divided can give apple only as a result." They fail to recognize the fact that the slicing of an apple is not division in the mathematical sense, for in the mathematical division we must have a divisor, a dividend, and a quotient. Now, suppose we cut an apple into four equal parts, shall we consider the knife the divisor, the apple the dividend, and the parts the quotient? then one apple divided by one knife equals four quarters of an apple. Or, if you prefer to consider the man who uses the knife as the real divisor, then one apple divided by one man equals four quarters of an apple. If we are to accept reasoning of this sort, we may expect to see, in the coming arithmetic, questions like this: Given, the divisor three men, the dividend fifteen apples; required, the quotient.

We have even seen it stated that $X \div X = 1$ is not division, for the quotient *one* is not like the dividend X . We think it could be shown that $X \div X = X^0$. But it is not necessary even to do this to prove that it is division in a mathematical sense.

It is affirmed that $\sqrt{-1}$ is an imaginary quantity, and it is as stoutly denied.

It is affirmed that there is no geometrical equivalent for a fourth dimension or a term of the fourth power, and it is as confidently affirmed that there is.

We are told that if X represents a given line, then X^2 represents a square surface, one side of which is equal in length to the line X .

But in opposition to this theory, we are told that if X represents a line, X^2 , being X multiplied by X , represents that line taken X times, and that X times a line is line; therefore, in this case, X^2 represents line, for the product must be like the multiplicand. It seems to follow that in this case the second power of X should not be called X square, for there can be no square of a given line.

It would lengthen this paper too much and weary you beyond endurance, were we to enter into a discussion of negative quantities—ratio, zero, powers and roots of concrete quantities, and other difficulties that lie in the way of the student of mathematics.

These difficulties, we think, could be arranged under three heads—conventional difficulties, difficulties inherent in the science, and difficulties growing out of loose and illogical methods of teaching. It would aid us greatly in determining how to teach arithmetic, if we would first inquire, what is the object of the study of arithmetic? What is the end to be accomplished?

Prof. Judson Smith, of Oberlin, Ohio, says: "It were scarcely an exaggeration to say that the chief object of education is to enable a man to think clearly, and to express his thoughts forcibly." But Prof. Davies says: "It is not possible to cultivate the habit of accurate thinking without the aid and use of exact language;" and further, "It may be supposed that a general impression, imparted by language reasonably accurate, will suffice very well, and that it is hardly worth while to pause and weigh words on a nicely adjusted balance. Any such notions, permit me to say, will lead to fatal errors in education."

When we can bring ourselves to believe that the knowledge we are to obtain through the study of arithmetic, should be acquired by strict adherence to logical processes of reasoning, and that we should make arithmetic a means to enable us "to think

clearly and express our thoughts forcibly," regarding the ability to solve, rapidly and accurately, the problems growing out of business transactions as of secondary importance, we may hope to see rapid improvement made in arithmetical teaching. Nor will the secondary object be less surely accomplished than by the old methods.

The teacher who, by a thorough and logical analysis, attempts to teach the principles of arithmetic, will be apt to hear, occasionally, a friendly criticism like this: "That is a very pretty analysis, but it is too long for the requirements of business." In this utilitarian age is all education to be measured by its bread-getting power? Is no culture of value unless it contribute, directly, to the ability to make money?

We would not have you to think that we undervalue business methods, but we do insist that the pupil should first acquire a thorough understanding of the principles on which an arithmetical process depends, and then, and not till then, should business methods claim his attention.

A teacher who has a state reputation is responsible for the following story: A graduate from a female college was requested by one of her pupils to solve the 4th example on the one-hundredth page of Ray's Arithmetic. The example is, "At 15 cents a peck, how many bushels of apples can be bought for \$3? The teacher obtained the result, 5 bu., by dividing the 15c by the \$3. When asked by the pupil if there was not another way to solve the example, the teacher replied, 'Yes, there are several other ways, but this is the shortest.'" And it is certainly short enough to satisfy the demands of business.

A teacher at a county institute, a few years ago, seriously asked, "What is the result of twenty-five cents multiplied by twenty-five cents?" Several answers were given by different teachers. One teacher humorously insisted that the answer must be 625 square cents.

A graduate from an Indiana college contended warmly that 4 ft. multiplied by 4 ft. gives 16 square ft. for a product, and that 16 sq. ft. multiplied by 4 ft. gave 64 cu. ft. for a product, and, when asked what would be the result if 64 cu. ft. were multiplied by 4 ft., replied, "It is impossible; there is no geometrical equivalent answering to the 4th power."

We could continue these examples of conflicting processes

and mathematical absurdities to any desired length, almost, but these, we think, are sufficient to prove that Prof. Davies was not far wrong when he said that science "has yet presented no acceptable plan of treating the subject of Arithmetic," and that if methods were meant to cover up principles, becloud the mind and beget habits of loose and illogical reasoning, these examples certainly furnish very satisfactory methods of accomplishing the desired result.

CORYDON, IND.

HOW TO INTEREST CHILDREN OF DISTRICT SCHOOLS IN GOOD LITERATURE.

LIZZIE SHINDLER.

"How may the children of our district schools be interested in standard and current literature?" is a question which merits much thought from each district school teacher. The evil effects of light literature on the mind and character of pupils have long been determined, and in many towns and cities have been successfully counterbalanced among the children that have been under the influence of the public schools. But in the country these evil effects, though just as prevalent, are not quite so discernible since occasions for their exercise are less frequent. The fact, however, of their existence is reason sufficient for diligence on the part of the teacher, since it is his privilege to direct the young mind in an upward growth, or, within his power to permit it to take hold of those pillars of degradation which will lead to a developement of all the base passions and pursuits.

The mind that has ever been awakened to thought will in unoccupied hours seek entertainment from books. The country is flooded with agents for such periodicals as "The Chimney Corner", "New York Weekly", "Saturday Night", and numerous others of the same character, made attractive by their loud advertisements and by the beautiful

chromos that each subscriber receives as a premium. These papers please the young people, and are considered by many parents as merely a harmless means of keeping the mischievous twelve-year-old from teasing the younger children on rainy days when he is compelled to stay within doors. The parent has discovered that the boy will read *something*, and that reading entertains him.

May we not as teachers take advantage of this and make those branches of study that are considered absolutely necessary to fit the child to make an adequate living, the avenues through which we prepare his mind to enjoy a comfortable living when obtained? We must endeavor, then, to place before him good literature that will entertain him, and by so doing arrest his attention.

Since much may depend on a taste early formed, we may in the district schools begin this work in the primary classes. The average child sees but little beauty in the external objects with which nature has surrounded him. His attention has never been called to anything but their mere existence; hence, when in his reading class he reads a sprightly description of a modest flower, or a gentle stream, he is not prepared to appreciate it, and possibly wonders why the man who made the book used so many words to tell such a short story. Unless the teacher by accurate descriptions and uses of the objects that will cause the pupil to see their beauties, can succeed in developing a taste for things beautiful in nature, he will arrive at no other solution of the enigma than that those words were placed there that he might obtain correct pronunciation.

But when each reading lesson has been made the subject of this kind of study, very young pupils will learn to discriminate between crude expressions of good thoughts and those expressions of the same thoughts which bring gloomy pictures of the objects before the mind. When this is accomplished we may begin to use other resources than the text-books. The teacher may become agent *pro tem.*, and in his own school, for some of our standard juvenile period-

icals, such as "Our Little Ones", "Youths' Companion", "The Pansy", "Wide Awake", or "Little Folks' Reader". Let it be the teacher's aim to advertise the paper by its real merit, and if he succeeds in getting a sufficient number of subscribers to warrant an agent's premium, let that premium be used for ornamenting the school-room, and this will remove from the pupil's mind a possible suspicion of selfish motive. Any teacher may, at least, induce his primary pupils to send for specimen copies of juvenile papers. These, though they appear but small means, are those by which a child's first tastes and habits of reading may be formed. As the pupil becomes more advanced there are many favorable opportunities for introducing to him the writings of our standard authors.

All the more advanced Readers contain productions from the ablest writers, and the teacher should not be content to hear them well read and a good expression of the thoughts contained in them given by the pupil alone, but he should assist and encourage him in knowing something of the history of the productions and something of their authors. This would not only aid in interesting the pupil in literature, but would add much to the interest in reading as a class exercise. In addition to this, short selections, sentences or sayings that have become familiar to all by much usage, may be placed in the hands of the pupils that they may search out their origin and become acquainted with the circumstances under which they were written, and the influence they may have had on public sentiment and belief that, in after time, led to revolution and change. It is impossible for the average class to do this work without becoming interested in it, if the selections are short, not too numerous, and ample resources given from which to obtain the required information.

Then the student of history, though at first horror stricken by the scenes of cruelty enacted at the storming of Acadia, may have, in some degree, that horror mellowed when he reads the story of Evangeline, and realizes that in the hand

of the real artist those scenes that betray so much of human woe are softened by a contemplation of calm submission to an ever-wise Providence. Thus has the pupil met America's artist in poetry—Longfellow—he who colors and makes beautiful where others show us but a simple reality. Again, when he is filled with contempt for the man of such selfish ambitions as to betray his country for gold, and with pity that one not so guilty should suffer a severer penalty, he is quite delighted with Irving's "Legend of Sleepy Hollow", and can see, in his boyish imagination, himself one of the party. This short production alone from Irving will cause the boy to remember him and to desire to know more of him.

The most advanced classes in the common schools all study grammar, and in the text-books used are found choice gems from Bryant, whose simplicity of philosophy and freedom from extravagant delineations of passions render his descriptions of nature appreciable by all, and rank him first in American literature. The tiresome analyzing of his sentences would lose much of its sameness if something of the history of their author were known. In geography the importance of remembering the situation of a city or a river is greatly heightened in the pupil's mind by his having read Bryant's description of its beauties.

In addition to all this, one hour may be taken on Friday afternoon for reading selections from popular authors, and also for this exercise pupils might be requested to read bits of news taken from the newspapers at home, and state their reasons for selecting such as they do. A teacher may thus obtain the sentiments of every family in the district, and if there is a patron who does not deem it necessary to take a newspaper, convince him by the influence of the patron's own children and the school, that newspapers contain something else of as much importance and interest to him as the price current of pork.

But the question arises, what are the resources at the teacher's command for accomplishing these ends? Indiana

has had a benefactor in Asbury, through whose exertions an apportionment of public funds was made for procuring township libraries. There is also in some localities in Southern Indiana another library obtained through the benevolence of one McClure, who donated five hundred dollars to every association of men which would itself give one hundred books for a library devoted to the interests of the laboring people. These contain many histories of inventions and biographies of distinguished men, as well as volumes from many standard authors. In some townships these libraries are unused, and are even unknown to the children of the vicinity. No Saturday is lost that is spent by the diligent teacher in acquainting himself with the contents of these libraries and applying each production to the peculiar taste of some pupil. Then he is prepared to go indiscriminately to a pupil and say, "John, I have seen in the library a copy of 'Timothy Titcomb's Letters to Young People.' I wish you would get it and read it. I think you will like it." If that library is four miles off, John will get the book and read it and like it.

These library books may be used for reference also. Besides, each teacher should own at least a few copies selected from the writings of our standard American authors, and not too well bound to be used by the pupils for reference. He should have a text-book of American and one of English literature, and he should also be a subscriber for a standard periodical, containing scientific and progressive literature. This, in addition to other works, he should read in order to be able to convince his pupils by power of example, that by wholesome reading the mind is strengthened, the taste refined, and the capacity for enjoyment enlarged. The teacher, if he lead but one mind into the ability to find enjoyment beyond the mere contemplation of those transactions of business which procure him a livelihood, has brought to his race a boon which well rewards his labors. This enjoyment may be obtained from books, and may we all as teachers be permitted to give to the world some pu-

pils who, when grown to years of maturity, if society fail them, if friends deemed true prove false, or, if adversity with a ruthless hand remove from them the more frequent scenes of enjoyment, may be able to find companionship in books.

ORLEANS, IND.

THE RELATION OF ANIMALS AND PLANTS TO TIME.

AS TO ANIMALS, the teeming microscopic life of a drop of pond water includes that of creatures which appear to live but for a few hours, while the proverbial *ephemera*, in its winged state, lives but one day, or even less.

On the other hand, a tortoise which died in the Bishop of Peterborough's garden, in 1821, was more than two hundred and twenty years of age, and one belonging to Archbishop Laud died from neglect at the age of one hundred and twenty-eight years. As to fishes, the pike has been said to live for two hundred and sixty-seven years, and the carp for two hundred years.

It is highly probable that the gigantic salamander may live for a greatly prolonged period, and frogs and toads are probably long-lived animals, small as is their relative size. A toad has been kept for thirty-six years without showing signs of age, and then died through an accident. Whales have been supposed to live from three to four hundred years. The life of an elephant is said to extend beyond a hundred years, but of this there seems as yet to be no certain evidence. Birds, as creatures at once so active and warm-blooded (and thus compressing, as it were, much life into a small period), might be expected to be short-lived. Yet parrots have been known to live for upwards of a century, and pelicans, geese, and crows may exceed the period commonly allotted to man. But, however commonly three-score years and ten may be the term of human life, man

can certainly both live and retain his intellectual faculties more or less beyond a hundred years. Yet a horse is generally old at thirty, and is not known ever to have attained twice that age. The life of a sheep is of about fifteen years' duration, and that of a dog from fifteen to twenty, although allied animals are much longer lived. Thus, the lion called "Pompey," which died in the Tower of London in 1760, had lived there for no less than seventy years.

Wolves have disappeared from England since the time of Henry VIII., though in Scotland they existed till 1743, and in Ireland till 1766, if not even somewhat later.

But sixty years ago the great bustard wandered about the South Downs and on Salisbury Plain, and we all know how rare many beasts and birds have become which once were common in Great Britain.

In 1741, the illustrious naturalist, Steller, was wrecked on a small island off the coast of Kamtchatka, since called Behring's Island. There he found in enormous numbers an unwieldy aquatic beast, the rhytina, which he took to be the manatee which it closely resembled. Peaceful and harmless, browsing on sea-weed, with dull senses, but with strong feelings of attachment for their mates, these beasts seem long to have escaped discovery, in spite of the various exploring expeditions which visited Eastern Siberia after it came into the possession of Russia in the latter part of the seventeenth century. This escape was doubtless due to its very restricted range; for it seems not to have inhabited the mainland of Kamtchatka, or America, or the Kurile Islands, or any other part except the remote and desolate spot where it was discovered, and where doubtless for ages it had held, in undisputed sovereignty, its "ancient solitary reign." Unfortunately for it, it was not only equally incapable of flight or of self-defence, but its unwieldy body proved to be excellent eating. The result was, that such was the havoc made by the crews of trading vessels, that, in only twenty-seven years from the time of its first discovery, the last survivor was killed and the species entirely

extirpated. Another example of rapid extirpation by sailors is that of the gigantic and defenceless ground pigeon of Mauritius (without powers of flight), which was called the dodo, and which, till lately, was only known by some old representations, and a solitary head, two feet, and the more or less imperfect skulls. No specimen of the dodo has been known alive since 1681.

The great auk, also now extinct, survived till 1844, and some seventy skins, nine skeletons, a variety of bones, and sixty-five eggs of the bird are now carefully preserved in museums. But the most wholesale and regrettable destruction of lately-existing animals is that which the natives of New Zealand have effected. Previously to its human colonization, that island was inhabited by a number of gigantic birds of various (at least four) species, of which group the little apteryx is the sole surviving, diminutive, and more or less remotely allied representative. We are indebted to the skill and patience of Professor Owen for ideal restoration of these wonderful avian giants, the tallest of which was eleven feet high.

When the Cape of Good Hope was first explored, the common zebra was found in its vicinity. Farther in the interior another kind was subsequently discovered and sent to our collections, where it was valued for its rarity. Now, the "common" zebra, much the more completely and beautifully striped, is the rare one, and threatens to become extinct, as does the majestic African elephant, if its reckless slaughter for the sake of its tusks is not soon suspended. The American bison, again, must eventually disappear from the earth's surface, unless protected as its congener in Europe—the aurochs—preserved by the Emperor of Russia.—*St. George Mivart in Contemp. Review.*

Drunkenness places man as much below the level of the brute as reason elevates him above it.

THE INFINITIVE IN ENGLISH.

E. E. SMITH, PRIN. PURDUE ACADEMY.

THE following remarks are not intended as an exhaustive discussion of the subject, but rather to excite thought, suggestion and criticism. The Journal will hardly have space for many criticisms, but the writer would be grateful for communications discussing points suggested or indicating errors.

VERB-FORMS.

In the English language there may properly be said to be three classes of verb-forms—one complete and two partial. These are, (1) the assertive class, or verbs; (2) the noun class, or infinitives (including gerunds); (3) the adjective class, or participles. The first of these classes embraces what are properly termed verbs, or words that predicate, *i. e.*, give a proposition in express terms. The second and third classes do not assert. They may be predicated of the subject by assertive forms, however.

There are, according to this view, certain inflected forms of words usually made to accompany verbs and classed in paradigms as parts of verbs, which can not in any true sense be termed *verbs*, because they make no assertion. As these forms partake, to a greater or less degree, of the signification of the verb; as they are derived from verbs in use or obsolete; as their use is so varied and so extensive in the language, thus making them important factors in the construction of sentences, it is a matter both of convenience and necessity to teachers to be pretty thoroughly acquainted with their nature and construction. We shall only consider one of these forms at present, namely,

THE INFINITIVE.

This is sometimes called the verbal noun, or the noun form of the verb. The meaning of this is, that one may

name an action or state without necessarily connecting it with the agent or doer. Thus, when we say "Lying is base," or "To steal is shameful," we mention the fact of *lying* or *stealing* independent of the rogue or liar. We approach the same thing when we use the impersonal "it" for the operations of nature, in such sentences as "It snows," "It hails," etc. Of course, in such a view of the infinitive as this, there can be no personal element in the case, neither can number become a part of it. The true infinitive, therefore, owing to its own nature, can have neither person nor number. Hence its name, meaning *unlimited, unconfined, indefinite*.

So far as form is concerned, there are two simple infinitives and six compound ones. In the active voice the simple infinitives are the common form, or root, of the verb, (with or without the word "to"), and the form ending in *ing*, properly termed a gerund, but more commonly, though erroneously, termed a participle. Thus we may have the sentences, "To err is human," and "Erring is human," in each of which, under a different form, we have the name of an act used in a general or unlimited way, that is, without associating it with any particular agent. The compound infinitives, or infinitive phrases, are found in the following sentences:

1. To have hinted at such a thing is deemed treasonable.
2. He admitted having uttered the words.
3. His being wronged in that manner is an outrage.
4. To be slandered is less dangerous than to be flattered.
5. Did you hear of his having been murdered?
6. He is said to have been hated by his soldiers.

The infinitive will be treated, in the main, as a part of speech that fills the office of a noun whilst retaining the signification of a verb, the verbal function being lost. It is not regarded as a mode of the verb, *i. e.*, as used to indicate a manner of assertion. In its noun office, the infinitive has most of the uses of a noun, whilst it may, at the same time, be limited in its verbal signification by adverbial and object-

ive elements. Thus it can not be entirely classed as a noun, nor properly be termed a verb, and must be studied to itself in order to learn its peculiarities.

HISTORY AND PAST USAGE.

As a rule, the statements of grammarians with regard to the infinitive are correct. It is to be regretted, therefore, that their statements and their practices do not agree. The whole subject is thus made contradictory and only partly intelligible, when less disposition to run in old ruts would make matters clear and relieve many a perplexed teacher and student. The following quotations may be studied in connection with the matter:

Kühner's Greek Grammar, p. 75, says, "In addition to the modes, the Greek verb has two forms, which, from their partaking both of the nature of the verb and also that of the substantive or adjective, are called participials, namely: (1) The infinitive, which is the substantive participial; as, *εἶλω βουλεύειν*, I wish to advise, and *Τὸ βουλεύειν*, the advising; (2) The participle, which is the adjective participial; as, *βουλευων ἀνὴρ*, an advising man, *i. e.*, a counselor.

Bingham's Lat. Grammar, p. 137, says, "The participle is the adjective-verb, the infinitive the noun-verb."

Prof. March's Grammar of the Anglo-Saxon Language, p. 77, says, "The notion signified by a verb-root may, in the first place, be predicated of a subject or uttered as an interjection of command; or, secondly, it may be spoken of as a substantive fact, or as descriptive of some person or thing. In the first case proper verb-stems are formed, or auxiliaries used, to denote time, mode and voice; and suffixes (personal endings) are used to indicate the person and number of the subject: thus is made up the verb-proper, or finite verb. In the second case, a noun-stem is formed and declined in cases as a substantive or adjective."

Latham's Hand-Book of the English Language, p. 340, says, "The infinitive *mode* is a noun. The current rule that 'when two verbs come together, the latter is placed in

the infinitive mode,' means that one verb can govern another only by converting it into a noun. *I begin to move* = *I begin the act of moving*. Verbs, as verbs, can only come together by way of apposition: Thus, *I irritate, I beat, I talk at him, I call him names*", etc.

Earle's Philology of the English Tongue, p. 535, says, "The infinitive and the noun-substantive blend so closely as to defy all attempts at a line of demarcation. I think the meaning is better apprehended by regarding these (certain gerundial forms) as verb-substantives, that is to say, infinitives."

PURDUE UNIVERSITY.

(*To be continued.*)

OUR POOR RELATIONS.—I mean it literally. Between the lowest forms of animal life hardly to be distinguished from the vegetable, between these and the highest ape, extend broad realms of structure growing more complex and of consciousness increasing and refining; throughout these realms we trace a gradual ascent, a link of the first member and the last. Again: idiots, savages, the average man of us, the Newton or the Shakespeare in his prime—these also make a chain whose ends are very far apart, but whose links lay hold each one on the next, throughout the whole wide distance. But between that highest ape and the lowest human idiot lies a gap uncrossed, it is declared, by the chain of life; a great gulf seems fixed—on the one side, the brute creation; on the other side, a new creation, man. Without discussing Darwinism, it will not be disputed that of late these two sides seem to be nearing one another, as we study them.—*Rev. W. C. Gannett.*

You can not dream yourself into a character; you must hammer and forge yourself one.

COMMENTARY ON THE SCHOOL LAW OF INDIANA.

9

10. *On the Equalization of School Revenues.*—The law in regard to the distribution of State and congressional township revenues to the townships, towns and cities of a county is contained in section 118, as follows:

SEC. 118. The auditor of each county shall, semi-annually, on the second Monday of June, and on the last Monday in January, make apportionment of the school revenue, to which his county is entitled, to the several townships and incorporated towns and cities of the county, which apportionment shall be paid to the school treasurer of each township and incorporated town and city, by the county treasurer; and, in making the said apportionment and distribution thereof, the auditor shall ascertain the amount of the congressional township school revenue belonging to each city, town and township, and shall so apportion the other school revenue as to equalize the amount of available school revenue for tuition to each city, town and township, as near as may be, according to the enumeration of children therein: *Provided, however,* That in no case shall the income of the congressional township school fund belonging to any congressional township, or part of such township, be diminished by such apportionment, or diverted or distributed to any other township, and report the amount apportioned to the Superintendent of Public Instruction, verified by affidavit.

The plain statement of the above provisions is as follows: Each child in a congressional township must receive his share of the interest arising from the fund of said township without diminution. He is then to receive in addition such an amount from the State's school revenue as will make his portion of school money equal to that of every other child in the county. For example, in congressional township A, a child receives \$1 from the interest on the congressional township fund, while in B a child receives \$2 from said interest. Suppose now the State apportions an average of \$3 to each child from the State's school revenue. In this case the auditor must distribute to the child in A \$3.50, and to the child in B \$2.50 of the State's revenue, so that each shall receive the same amount from the combined revenue, viz., \$4.50.

There is an exception to this rule, which arises from the fact that by act of Congress the State can not diminish the amount of congressional township revenue belonging to the children of any township. If absolute equalization will increase a child's portion, as it generally does, it is required by law, but otherwise it is not permitted. Suppose the child in A has \$1 of congressional interest, and the child in B \$9; then if the State apportions an average of \$3 to each child from the State's revenue, the combined amount of both revenues for the two children would be \$16. Absolute equalization would in this case give the children \$8 apiece. But as this would take away part of the congressional revenue belonging to the child in B, it is not permitted under the act of Congress.

The State, however, uses its own revenues to equalize the shares of the school children, just as far as the act of Congress permits. Thus, in the above case, the State would leave the \$9 to the child in B, and give the \$6 to the child in A.

VI.

ON THE LEVYING OF SCHOOL TAXES.

THE LAW.

SEC. 12. The trustees of the several townships, towns and cities, shall have the power to levy a special tax, in their respective townships, towns or cities, for the construction, renting or repairing of school houses, providing furniture, school apparatus, and fuel therefor, and for the payment of other necessary expenses of the school, except tuition; but no tax shall exceed the sum of fifty cents on each one hundred dollars worth of taxable property, and one dollar on each poll, in any one year, and the income from said tax shall be denominated the special school revenue; and any tax payer who may choose to pay to the treasurer of the township, town or city wherein said tax payer has property liable to taxation, any amount of money, or furnish building material for the construction of school houses, or furniture, or fuel therefor, shall be entitled to a receipt therefor from the trustee of said township, town or city, which shall exempt such tax payer from any further taxes for said purposes, until the taxes of said tax payer, levied for such purposes, would, if not thus paid, amount to the sum or value of the materials, so furnished, or amount so paid; *Provided*, That said building materials, or furniture and fuel, shall be received at the option of the trustee.

SEC. 13. The county auditor shall, upon the property and polls liable to taxation for State and county purposes, make the proper assessments of special school tax levied by the trustee, in the same manner as for State and county revenue, and shall set down the amount of said tax on his tax list and duplicate thereof, as other taxes are set down, in appropriate columns. * * *

SECTION 1. *Be it enacted by the General Assembly of the State of Indiana*, That the trustees of the civil townships, the *trustees of incorporated towns, and the common councils of cities, shall have power to levy annually a tax not exceeding twenty-five cents on each one hundred dollars of taxable property, and twenty-five cents on each taxable poll; which tax shall be assessed and collected as the taxes for the State and county revenue are assessed and collected.

SEC. 2. The funds arising from such tax shall be under the charge and control of the same officers, secured by the same guarantees, subject to same rules and regulations, and applied and expended in the same manner as funds arising from taxation for common school purposes by the laws of this State: *Provided*, That the funds assessed and collected in any civil township, incorporated town or city, shall be applied and expended in the same civil township, incorporated town or city in which such funds shall have been assessed and collected. [Approved March 9, 1867.]

SECTION 1. *Be it enacted by the General Assembly of the State of Indiana*, That in assessing and collecting taxes for school purposes under existing laws,

*The trustees here spoken of are the town trustees, and not the school trustees.

COMMENTARY ON THE SCHOOL LAW OF INDIANA.

9

10. *On the Equalization of School Revenues.*—The law in regard to the distribution of State and congressional township revenues to the townships, towns and cities of a county is contained in section 118, as follows:

SEC. 118. The auditor of each county shall, semi-annually, on the second Monday of June, and on the last Monday in January, make apportionment of the school revenue, to which his county is entitled, to the several townships and incorporated towns and cities of the county, which apportionment shall be paid to the school treasurer of each township and incorporated town and city, by the county treasurer; and, in making the said apportionment and distribution thereof, the auditor shall ascertain the amount of the congressional township school revenue belonging to each city, town and township, and shall so apportion the other school revenue as to equalize the amount of available school revenue for tuition to each city, town and township, as near as may be, according to the enumeration of children therein: *Provided, however, That in no case shall the income of the congressional township school fund belonging to any congressional township, or part of such township, be diminished by such apportionment, or diverted or distributed to any other township, and report the amount apportioned to the Superintendent of Public Instruction, verified by affidavit.*

The plain statement of the above provisions is as follows: Each child in a congressional township must receive his share of the interest arising from the fund of said township without diminution. He is then to receive in addition such an amount from the State's school revenue as will make his portion of school money equal to that of every other child in the county. For example, in congressional township A, a child receives \$1 from the interest on the congressional township fund, while in B a child receives \$2 from said interest. Suppose now the State apportions an average of \$3 to each child from the State's school revenue. In this case the auditor must distribute to the child in A \$3.50, and to the child in B \$2.50 of the State's revenue, so that each shall receive the same amount from the combined revenue, viz., \$4.50.

There is an exception to this rule, which arises from the fact that by act of Congress the State can not diminish the amount of congressional township revenue belonging to the children of any township. If absolute equalization will increase a child's portion, as it generally does, it is required by law, but otherwise it is not permitted. Suppose the child in A has \$1 of congressional interest, and the child in B \$0; then if the State apportions an average of \$3 to each child from the State's revenue, the combined amount of both revenues for the two children would be \$16. Absolute equalization would in this case give the children \$8 apiece. But as this would take away part of the congressional revenue belonging to the child in B, it is not permitted under the act of Congress.

The State, however, uses its own revenues to equalize the shares of the school children, just as far as the act of Congress permits. Thus, in the above case, the State would leave the \$9 to the child in B, and give the \$6 to the child in A.

VI.

ON THE LEVYING OF SCHOOL TAXES.

THE LAW.

SEC. 12. The trustees of the several townships, towns and cities, shall have the power to levy a special tax, in their respective townships, towns or cities, for the construction, renting or repairing of school houses, providing furniture, school apparatus, and fuel therefor, and for the payment of other necessary expenses of the school, except tuition; but no tax shall exceed the sum of fifty cents on each one hundred dollars worth of taxable property, and one dollar on each poll, in any one year, and the income from said tax shall be denominated the special school revenue; and any tax payer who may choose to pay to the treasurer of the township, town or city wherein said tax payer has property liable to taxation, any amount of money, or furnish building material for the construction of school houses, or furniture, or fuel therefor, shall be entitled to a receipt therefor from the trustee of said township, town or city, which shall exempt such tax payer from any further taxes for said purposes, until the taxes of said tax payer, levied for such purposes, would, if not thus paid, amount to the sum or value of the materials, so furnished, or amount so paid; *Provided*, That said building materials, or furniture and fuel, shall be received at the option of the trustee.

SEC. 13. The county auditor shall, upon the property and polls liable to taxation for State and county purposes, make the proper assessments of special school tax levied by the trustee, in the same manner as for State and county revenue, and shall set down the amount of said tax on his tax list and duplicate thereof, as other taxes are set down, in appropriate columns. * * *

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SEC. 2. The funds arising from such tax shall be under the charge and control of the same officers, secured by the same guarantees, subject to same rules and regulations, and applied and expended in the same manner as funds arising from taxation for common school purposes by the laws of this State: *Provided*, That the funds assessed and collected in any civil township, incorporated town or city, shall be applied and expended in the same civil township, incorporated town or city in which such funds shall have been assessed and collected. [Approved March 9, 1867.]

SECTION 1. *Be it enacted by the General Assembly of the State of Indiana*, That in assessing and collecting taxes for school purposes under existing laws,

*The trustees here spoken of are the town trustees, and not the school trustees.

all property, real and personal, subject to taxation for State and county purposes, shall be taxed for the support of common schools without regard to the race or color of the owner of the property. [Approved May 13, 1869.]

SECTION 1. *Be it enacted by the General Assembly of the State of Indiana,* That any city or incorporated town in this State which shall by the action of its school trustee or trustees have purchased any ground and building or buildings, or may hereafter purchased any ground and building or buildings, or have commenced, or may hereafter commence, the erection of any building or buildings for school purposes, or which shall have by its school trustee or trustees, contracted any debts for the erection of such building or buildings, or the purchase of such ground and building or buildings, and such trustee or trustees shall not have the necessary means with which to complete such building or buildings, or to pay for the purchase of such ground and building or buildings, or pay such debt, may, on the filing by the school trustee or trustees of said city or incorporated town, of a report under oath with the common council of such city, or the board of trustees of such incorporated town, showing the estimated or actual cost of any such ground and building or buildings, or the amount required to complete such building or buildings, or purchase such ground and building or buildings, or the amount of such debt, on the passage of an ordinance authorizing the same by the common council of said city, or the board of trustees of such incorporated town, issue the bonds of such city or town to an amount not exceeding in the aggregate *fifty* thousand dollars, in denominations not less than one hundred nor more than one thousand dollars, and payable at any place that may be designated in the bonds, the principal in not less than one year nor more than twenty years after the date of such bonds, and the interest annually or semi-annually, as may be therein provided, to provide the means with which to complete such building or buildings, or to pay for the purchase of such ground and building or buildings, and to pay such debt; and such common council or board of trustees may from time to time negotiate and sell as many of such bonds as may be necessary for such purpose in any place and for the best price that can be obtained therefor in cash: *Provided*, That such bonds shall not be sold at a price less than ninety-four cents on the dollar.

SAC. 2. The proceeds of the sales of such bonds shall be paid to the said school trustee or trustees to enable them to erect or complete such building or buildings and pay such debt; but before payment to them such school trustees shall file with the county Auditor a bond payable to the State of Indiana in a sum not less than the full amount of the said money so to be paid to them, and with security to be approved by said auditor, conditioned for the faithful and honest application of such money to the purpose for which the same was provided, and such trustee or trustees and their surety or sureties, shall be liable to suit on such bond for any waste, misapplication, or loss, of such money in the same manner as now provided for waste or loss of school revenue.

SAC. 3.† In addition to the levying the tax by cities or incorporated towns for general purposes now authorized by law, the common council of any such cities, and board of trustees of any such incorporated towns, as shall avail themselves of the provisions of this act, are hereby authorized and required to levy, annually, a special additional tax at the same time, and in the same manner as other taxes of such city or town are levied, sufficient to pay the interest and principal of said bonds falling due, which additional special tax shall be assessed and collected as the taxes for State and county revenue are assessed and collected, and the treasurer of said city or town shall keep accurate account of the revenue arising from said special tax, and shall in his reports, when required by the city or town authorities, show the amount thereof received, the amount disbursed, and the amount thereof, if any,

†As amended March 11, 1875.

remaining delinquent; he shall pay out the same only by the authority of the common council of said city or board of trustees of such town, and shall permit the same to be applied to no other purpose than the payment of the principal and interest of such bonds; and official bonds of city and town treasurers shall be construed to cover and include revenue arising from this source. Persons residing outside of any such city or town, and electing to be transferred to such town or city, for educational purposes, or who shall send their children to the school taught in any such building, shall, with their property, be liable to such tax as if they resided in such city or town, on all property owned by said person in the township, where such city or town is located: *Provided, always*, That nothing in this act shall be construed to prevent the school trustee or trustees of such town or city, from admitting pupils into such schools, from outside such city or town, in their discretion, upon the payment of tuition therefor, and without subjecting the property of their parents to such taxation, when such schools are not crowded, and their admission shall, in no way, interfere with the progress of the children within such corporate city or town: *And providing further*, That the additional special tax, hereby authorized, shall not, in any one year, exceed fifty cents on any one hundred dollars of taxable property, and one dollar on each poll.

SEC. 4. All bonds issued, contracts made, and debts created pursuant to the acts of March 11, 1867, and May 15, 1869, relating to the same subject as this act, are hereby legalized and declared valid, and the taxes to pay any such bonds, contracts or debts and the interest thereon, shall be assessed and collected in accordance with this act.

SEC. 5. An emergency existing for the immediate taking effect of this act, it shall be in force from and after its passage. [Approved March 8, 1873.]

SECTION 1.† *Be it enacted by the General Assembly of the State of Indiana*, That section first of the above entitled act be amended to read as follows, to-wit: That it shall be the duty of the board of school trustees of any city or incorporated town in this State, to pay over to the common council or board of trustees of any city or incorporated town in this State, to pay over to the common council, or board of trustees of such city or town, any surplus, special school revenue in the hands of such school trustees, not necessary to meet current expenses, such excess of the revenue aforesaid to be applied for the payment of the interest or principal, or both, of any indebtedness incurred under the provisions of the act of March 8, 1873, authorizing cities and incorporated towns to negotiate and sell bonds to procure means to erect and complete unfinished school buildings, and to purchase any ground and building for school purposes, and to pay debts contracted for the erection and purchase of building and ground.

SEC. 2. When the excess of special school revenue not necessary to meet the current demand upon such revenue shall have been prior to the passage of this act, loaned, paid over, or applied, as provided in the preceding section, such loan, payment, or application of such moneys, is hereby legalized and made valid as fully and completely as if at the time such transaction took place this act had been in full force and effect.

SEC. 3. Whereas an emergency exists, this act shall be in force from and after its passage. [Approved March 3, 1877.]

AN ACT supplemental to an act entitled "An act to authorize cities and towns to negotiate and sell bonds to procure means with which to erect and complete unfinished school buildings, and to purchase any grounds and buildings for school purposes, and to pay debts contracted for such erection and completion, and purchase of buildings and grounds, and authorizing the levy and collection of an additional school tax for the payment of such school bonds," approved March 8, 1873.

†As amended March 31, 1879.

SECTION 1. *Be it enacted by the General Assembly of the State of Indiana,* That before the school trustee or trustees of any incorporated town or city in this State shall purchase any ground for school purposes, or enter into any contract for the building of any school building or buildings, such school trustee or trustees shall file a statement with the trustees of such incorporated town or common council of such city, showing the necessity for such purchase of ground, or the erection of such building or buildings, together with an estimate of the cost of such ground or building or buildings, and the amount of means necessary to be provided to pay for such ground or building or buildings; and such school trustee or trustees shall not purchase any ground, or enter into any contract for the building of any school building or buildings, until such action be approved by the trustees of such incorporated town, or by the common council of such city: *Provided, however,* That there shall be nothing in this act so construed as to affect any purchase of grounds, or contract made for the erection of any building or buildings, for school purposes, prior to the taking effect of this act.

SEC. 2. Whereas, an emergency exists for the immediate taking effect of this act, therefore the same shall take effect and be in force from and after its passage. [Approved March 20, 1879.]

The following is a paragraph of an amendatory act concerning the duties of civil trustees of incorporated towns, approved March 31, 1879:

"*Seventeen.*—Such board of trustees shall have power to complete school houses now in process of erection, and provide for the payment of the same; to erect or provide such school houses as may be necessary for the use of the scholars of the town; to keep them in repair, and to provide fuel and other necessities therefor.

I omit an act approved March 11, 1873, entitled:

AN ACT to authorize township trustees to levy an additional tax to the amount now authorized by law, not exceeding twenty-five cents on each one hundred dollars worth of taxable property, in any one year, for the purpose of paying, satisfying and liquidating debts made and contracted by such trustee, in the construction, repairing and completing of school houses, and providing furniture and school apparatus therefor, and declaring an emergency.

for the reason that it was merely retrospective, and probably is of no use now.

COMMENTS.

1. *Who Levy School Taxes.*—Question: Do the civil trustees or school trustees levy the special school tax for the support of the common schools, including fuel, repairs, and pay of school superintendent?

Answer: Section 12 of the act of March 6, 1865, as amended March 8, 1873, found in the edition of 1877 of the school law, page 15, reads as follows:

"SEC. 12. The trustees of the several townships, towns and cities, shall have the power to levy a special tax, in their respective townships, towns and cities, for the construction, renting or repairing of school houses, providing furniture, school apparatus and fuel therefor, and for the payment of other necessary expenses of the school, except tuition; but no tax shall exceed the sum of fifty cents on each one hundred dollars' worth of taxable property, and one dollar on each poll, in any one year, and the income from said tax shall be denominated the special school revenue."

We hold that the trustees here referred to are the *school* trustees of the townships, towns and cities, for the following reasons, viz :

First. In a general school law providing for the establishment and maintenance of a system of common schools, creating school corporations separate and distinct from civil corporations, and providing for the election and appointment of school trustees in such corporations, whenever the word "trustee" is used, it is held that it refers to *school* trustees, unless it is shown that the nature of the business is such that it can only be properly performed by the civil authorities. Thus, school trustees are evidently referred to in many sections of the law in which the word "trustees" is used without the prefix "school." For instance, in section 8 of the school law, first line, the word "trustees" evidently refers to the school trustees, as the nature of the business therein prescribed to be performed by such trustees, pertains to school matters exclusively. See also sections 10, 14, 18, 20, 21, 22, 23, etc.

Second. The phraseology, "The trustees of the several townships, towns and cities," in section 12, must refer to the school trustees of cities, towns and townships, or to the civil trustees of cities, towns and townships. If it refers to the civil authorities of cities, it must also refer to the civil authorities of towns and townships; but if it refers to the school authorities of cities, it must also refer to the school authorities of towns and townships. It does not refer to the civil trustees of cities, because *there are no civil trustees in cities*. Hence we conclude that the phraseology, "The trustees of the several townships, towns and cities," must necessarily refer to the *school* trustees thereof. Whenever the civil authorities of cities are referred to in the school law they are always designated as the "common council of cities." See section 5; also special act approved February 25, 1875, page 62 of the School Law.

Third. The nature of the duties prescribed in section 12 of the school law is such as should properly be performed by the school trustees. The school trustees are required by section 10 of the school law, to "take charge of the educational affairs of their respective townships, towns and cities," "to build or otherwise provide suitable houses, furniture, apparatus and other articles and educational appliances, necessary for the thorough organization and efficient management of said schools." This is mandatory. The State furnishes tuition revenue for the instruction of the children. The school corporations—not the civil corporations—through their school trustees, are bound to provide "suitable houses," etc., in which the children can be taught, and thus the State's revenue be properly utilized. The school authorities have no discretion in this matter; they are bound to carry out the law under penalty. Now, the general principle, that when officers are required to perform certain duties, all the powers necessary to the performance of these duties are vested in them, should be considered; and in case of doubt such should be the principle upon which the law is to be construed.

The school authorities are *compelled* to "establish and maintain schools, to build or otherwise provide school houses;" they are authorized to levy a tax for that purpose, and they can be compelled by mandate so to do when necessity therefor can be shown. This is the reasonable and just theory on which our school system is wisely based.

Fourth. In the case of *Deloss Root vs. Erdlemeyer*, Treasurer, 37 Ind. 228, we have found the following language:

"The township tax and the tax levied by the board of commissioners for railroad purposes are in no sense levied for municipal purposes within the meaning of the law in question. The same is also true with respect to the tax levied by the school trustees of the city for school house purposes. These taxes for school houses are not levied for any purposes of cities as such, but for a State purpose in the fullest sense of the term. They are levied to carry out the system of common school education provided for by the State, and by virtue of the laws of the State. To be sure, 'each civil township and each incorporated town or city in the several counties of the State is hereby declared a distinct municipal corporation for school purposes.' 3 Ind. R. S. 441, sec. 4. Thus each civil township in the State, as well as each incorporated city and town, is made an instrumentality by means of which the educational purposes of the State are carried out. But when taxes are assessed by means of these instrumentalities for building school houses, they are assessed for school or educational purposes, and not for municipal purposes."

This clearly shows that, in the opinion of the Supreme Court, the trustees referred to in section 12 of the school law are the school trustees, and not the civil officers of the corporation.

So, also, in the case of *Carmichael vs. Lawrence*, in 47 Ind. 558, the Supreme Court uses the following language:

"It is as an officer of the school township, and not as an officer of the civil township, that the trustee has authority and power to levy a tax for the erection of school houses, and to expend the same for that purpose. 1 G. & H. 544, sec. 9. We think it must follow, that it is as trustees of the school township, and not as trustees of the civil township, that the trustees must contract for the building of school houses. We do not think the trustee of the civil township can legally contract for the building of a school house, and make the civil township liable therefor."

This also shows that, in the opinion of the Supreme Court, the trustees referred to in section 12 are the school trustees and not civil trustees.

We regard this as conclusive, so far as section 12 of the act of 1865 is concerned.

2. Authority of County Commissioners over School Levies.—Question: Is not the levy of school taxes by school trustees subject to revision by county commissioners?

Answer: It is quite clear that the school trustees have the right to levy the special tax authorized by section 12. If the levy is made in regular form, and a certificate of the fact is served upon the county auditor, that officer must place the levy upon the duplicate. The county commissioners have no authority in the matter whatever. It has been claimed that an act of March 4th, 1873, which provides that the township trustee shall take charge of the pecuniary affairs of the township, and shall, with the consent of the county commissioners, levy taxes for township, road, and other purposes, gives the commissioners authority to veto or modify the levy authorized by section 12, quoted above. This is not so. The act of March 4th, 1873, refers exclusively to township business, and speaks of the

township as a corporation for municipal purposes, and of the trustee as the township trustee.

The civil township and the school township are distinct corporations. The trustee is the civil trustee of the civil corporation, and he is also trustee of the school corporation. On this point the Supreme Court speaks as follows:

"It must be contemplated that the funds, etc., of these two corporations shall be kept separate. It is as an officer of the school township, and not as an officer of the civil township that the trustee has authority and power to levy a tax for the erection of school houses, and to expend the same for that purpose."—47 Ind.

The act of March 4th, 1873, does not refer to the school trustee; hence it gives the county commissioners no control whatever over the school trustees in levying the tax authorized by section 12, or by any subsequent section. But if any doubt exists in reference to the position I have taken, the fact that the Legislature reaffirmed section 12, quoted above, just four days after the act of March 4th, 1873 was approved, settles the matter beyond all controversy, as was shown by one of my predecessors in the following language:

"In the year 1859, the Legislature passed an act amendatory of a previous act, in which they provided that all levies made by township trustees should be made in the month of March, and with the advice and concurrence of the county commissioners, and in 'case of failure of such trustee and commissioners to concur, the board of county commissioners shall determine upon and levy such township, road, and *other* taxes.' This law of 1859 evidently made all township levies by trustees subject to the approval of the commissioners. Thus stood the law till the year 1865, when the following act was passed by the Legislature: 'The trustees of the several townships, towns and cities shall have the power to levy a special tax in their respective townships, towns or cities, for the construction, renting or repairing of school houses, providing furniture, school apparatus and fuel therefor, and for the payment of other necessary expenses of the school, except tuition; but no tax shall exceed the sum of twenty-five cents on each one hundred dollars' worth of taxable property, and fifty cents on each taxable poll, in any one year.' This act clearly conferred upon the trustees the power to levy the tax mentioned without the concurrence of the county commissioners. The two statutes being in conflict with the other, the latter repealed the former. The Legislature, by an act approved March 4th, 1873, amended the act of 1859, changing the *time* for making this levy, but again asserting the right of the commissioners to determine the amount of the levy. This act amended the act of 1859 only in respect to the time of making the levy, but at the same time reaffirming the entire act, which would have the effect to make the levies of trustees subject to the approval of commissioners, and, in effect, give them the right to levy the tax instead of the trustees. But by another act, approved March 8, 1873, and just four days subsequent to the passage of the act of March 3, 1873, the Legislature amended the act of 1865, giving trustees the absolute right to levy a special tax by increasing the amount from twenty-five cents to fifty cents, and reaffirming the former law otherwise in the very words of it. This clearly removes all authority of commissioners over the trustees in making their special school levies.

This is just as it should be. Trustees are charged with the responsibility of providing school houses for the children, and it is but reasonable that they should have the power to provide the means to build them without let or hindrance."

The fact that the civil authorities of cities and towns are empowered to issue and sell bonds, and turn the proceeds over to the school authorities for building purposes, does not controvert the argument previously made.

The State requires in each locality, school privileges to a certain degree, and gives the school officers power to provide the means by which school facilities can be furnished. But if, in certain large corporations, additional facilities are demanded, by which schools of a high grade can be maintained, and it is necessary to issue bonds therefor, the matter is very properly left to the civil authorities to determine whether such indebtedness should be made or not.

EDITORIAL.

INDIANA SCHOOL SYSTEM.

Hon. W. H. Beadle, Supt. of Public Instruction in Dakota Territory, has recently visited a large number of States East and West with a view to informing himself as to the best school system to adopt for Dakota. He has also availed himself of all the information he could acquire by the study of the laws of other States and by extensive correspondence with State Superintendents, and has finally reached the conclusion that Indiana and Wisconsin have the best systems, and that in some minor particulars Indiana stands ahead of Wisconsin, so that upon the whole he places Indiana ahead. Mr. Beadle is a graduate of Michigan University, and is a man of much more than ordinary ability and perseverance, and to have such a man, after extensive study and mature deliberation, place the Indiana school system at the head of the school systems of the United States, is a compliment of which we have a right to be proud.

Supt. Smart's paper before the Superintendents' National Convention, held at Washington City last winter, on "The Best School System," did much to call the attention of educators in other States to the good features of Indiana's school system.

The New-England Journal of Education says of the Indiana system: "The general school law declares that each civil township and each incorporated town or city in the several counties of the State, is a distinct municipal incorporation for school purposes. The township is thus made one of the units in the school system. The officer of the township takes charge of the educational affairs of the whole township; receives and expends the school revenues on

the township, and enumerates the school population of the township, etc. The township plan is greatly to be preferred to the separate district plan. This feature of Indiana's school system is admired in other and older States, where steps are being taken to adopt similar plans."

Indiana's school system, with its State Superintendent, State Board of Education, county superintendents, township and city trustees, county boards of education, district directors; with its schools ranging from the primary to the State University, including State Normal School and Agricultural College, supplemented as it is with excellent private and denominational institutions of learning, is upon the whole about right. A few details might be changed for the better, but the experience of other States teaches us that if we are wise we will "let well enough alone," and not begin to *tinker*.

THE EDUCATION OF GIRLS.

"Miss Blow, of St. Louis, lectured to the women of Cincinnati on Tuesday, concerning the kindergarten work. This lady has had a remarkable career. The daughter of the late Hon. Henry T. Blow, a gentleman of large wealth, she was under no necessity of engaging in any occupation for a livelihood. She took up kindergarten teaching some eight years ago for the love of it and from purely humanitarian motives, and she has pursued it ever since with a zeal and success that have won for her almost a national reputation. When her father was in Congress, Miss Blow was one of the recognized belles of Washington, and every avenue of social distinction is still open to her. But she has preferred to devote her energies to kindergarten work, and to seek quite different rewards from those which are usually reaped in the fashionable world."

We clipped the above from the Indianapolis Journal, and reproduce it here not simply as an item of news, but more especially for the purpose of calling attention to the following clause:

"SHE WAS UNDER NO NECESSITY OF ENGAGING IN ANY OCCUPATION FOR A LIVELIHOOD."

Miss Blow has done and is still doing an excellent work in St. Louis, and deserves much credit independent of the fact that she doesn't "have to." It strikes us that Miss Blow needs no apologetic vindication for earning a living for herself simply because her father is rich and could support her in idleness. Suppose Miss Blow's brother (if she has one) should engage actively in business and make a success of it, would any one in commenting upon his success think of adding, "*he was under no necessity of engaging in any occupation for a livelihood*," for his father is rich and has been a member of Congress!

A young man who is willing to sit down in idleness, or devote his time to "society," and live off of the earnings of his father, is justly looked upon as a useless if not a dangerous member of society. No young man of spirit or principle will consent to do such a thing. And further, every man, however

wealthy, if wise, teaches his son some business by which he can earn a livelihood.

The same principle should be applied to girls. Every girl should be taught to be self-supporting—should be taught that it is discreditable to live a life of dependence, even upon her father. Every girl, whatever her social or pecuniary condition, is liable at some time in her life to be thrown upon her own resources and the cold charities of the world, and this emergency should be provided for. Besides, the ordinary duties of life require that boys and girls be taught to *work*, whether their parents are wealthy or not. Public sentiment is greatly at fault in this matter, especially with reference to girls, and teachers can do much in correcting this sentiment. They should teach the boys and girls in school that work is honorable and that idleness is dishonorable, and that it is the duty of every girl as well as every boy to learn how to earn a livelihood. It is not enough in this world that one be good, he must be "*good for something*."

THE CHAUTAUQUA MEETING.—We print on another page the programme of the National Educational Association, to meet this year at Chautauqua, N. Y. Chautauqua is situated on a beautiful lake bearing the same name, and is a most delightful place. It is becoming one of the most noted watering places, at which persons can secure good accommodations at reasonable rates, in the United States. It is located in the extreme northwest corner of the State, and is therefore not far removed from Lake Erie and the Ohio line.

So attractive is the place that the Ohio teachers go there this year to hold their State Association; it will be held the week preceding the national, and large numbers of them will remain over and attend the latter.

Indiana should be largely represented at this national meeting. Nearly all the great lights in the educational firmament will be there. Many of the live educational topics of the day will be discussed, the trip is a delightful one and not very expensive, and it will *pay* to go.

ALL readers of Shakespeare will be interested in Prof. Roberts' article in this Journal on "Bacon vs. Shakespeare." The article is certainly very interesting and instructive, whether one adopts the conclusion reached or not. While Prof. Roberts has not convinced himself that Bacon wrote the dramas usually credited to Shakespeare, he has written an article at our request, that sets forth very clearly and forcibly the arguments in favor of that theory.

We are promised an article by Prof. A. R. Benton, of Butler University, for an early number of the Journal giving "the other side" of this case, in which Shakespeare will be vindicated.

ANOTHER POLAR EXPEDITION.—A bill has recently passed both Houses of Congress making an appropriation for a Polar expedition. Captain Howgate will command the expedition, and is making extensive preparations. It is his design to establish a colony or station at a point as far north as possible, and then from this as a base, endeavor to reach the pole either by boat or by sledging expeditions.

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR APRIL, 1880.

WRITING.—1. Describe the construction of the letter *d*; that is, of what lines or principles is it made? 10

2. What is taken as the standard of measurement in width and height for the same letters? 10

3. What faults are pupils likely to fall into in writing the letter *m*? What in *g*? 2 pts., 5 each.

4. Write the last ten letters of the alphabet as capitals. 10

5. Write all the letters that are just two spaces high. 10

Let the penmanship of the candidate as shown in the answers to the above be marked from 1 to 50.

ORTHOGRAPHY.—1. Divide the following words into syllables so as to show the etymological composition of the word: *advertise*; *philosophy*; *nevertheless*; *enslave*; *expunge*. 5 pts., 2 each.

2. (a) How many sounds may the letter *e* be used to represent? (b) Write a word illustrating each. 2 pts., 5 each.

3. Add the affix *ed* to the following words and state why you do or do not double the final consonant: *revel*; *perform*; *daub*; *acquit*; *plan*. 5 pts., 2 each.

4. What is the meaning of the following abbreviations? *ch.*; *B. C.*; *etc.*; *hkhf.*; *i. e.* 5 pts., 2 each.

5. What is a consonant? Use *y* as a vowel and as a consonant. 2 pts., 5 each.

6. Spell correctly the following words: *perceive*; *cypher*; *residue*; *mickle*; *pickle*; *bridal*; *rebbel*; *pebble*; *cargos*; *tacit*. 10 pts., 5 each.

READING.

“‘Brother,’ said Christian, ‘what shall we do? The life that we now live is miserable! For my part I know not whether it is better to live thus or to die out of hand. My soul chooses strangling and death rather than life, and the grave is more easy for me than the dungeon.’”

From “Pilgrim’s Progress.”

1. Who was the author of *Pilgrim’s Progress*? When and where did he live? 2 pts., 5 each.

2. Indicate the elementary sounds in the following words, using the proper diacritical marks: *dungeon*; *brother*; *chooseth*; *miserably*; *Christian*. 5 pts., 2 each.

3. Are the marks of quotation and the other marks of punctuation properly used in this extract? If any changes should be made, state your reasons for them. 10

4. Define the following words and phrases as used in the above extract: *Christian; life; to die; out of hand; dungeon; soul.* 5 pts., 2 each.

5. What purpose had the author in view in writing the Pilgrim's Progress? 10

Let the candidate read a selection, upon which he shall be marked from 1 to 50, according to the judgment of the Superintendent.

ARITHMETIC.—1. Define a factor, a proper fraction, a mixed number, and a compound fraction. 4 pts., 3 off for each om.

2. Divide the L. C. M. of figures 21, 48, 28, and 63 by the G. C. D. of 608, 544, and 416. L. C. M. 4; G. C. D. 4; quotient 2.

3. If \$29 $\frac{3}{4}$ buy 59 $\frac{1}{2}$ yd. of cloth, how many yd. will \$41 $\frac{1}{2}$ buy? By proportion. st. 3; proc. 3; ans. 4.

4. Reduce 3600 grams to kilograms. Proc. 5; ans. 5.

5. Jerusalem is 30° 8' 3" east long. Washington City is 77° west long. When it is 4 P. M., Wednesday, at Jerusalem, what time is it at Washington City? Proc. 5; ans. 5.

6. (a) Name a unit used in measuring distance. (b) One used in measuring surfaces. (c) One used in measuring solids. a=3; b=3; c=4.

7. A note of \$250, dated June 5, 1874, was paid Feb. 14, 1875, with interest at 8 per cent. per annum. What amount was paid? Proc. 5; ans. 5.

8. What per cent. does stock yield which has been purchased at 90, and pays a dividend of 6 per cent. per annum? Proc. 5; ans. 5.

9. How many square feet in the surface of a cube whose volume is 94,818,816 cubic feet? Proc. 5; ans. 5.

10. Define a parallelogram, a trapezoid, and diameter.

3 pts., 3 off for each om.

GRAMMAR.

The famous Charter Oak of Hartford, Conn., fell Aug. 21, 1856?

1. What is the logical subject of the above sentence? The grammatical predicate? 2 pts., 5 each.

2. Parse Aug. and 21. 2 pts., 5 each.

3. Name the proper nouns in the above sentence.

3 off for each error or omission.

4. What is the distinction between parsing and analysis? 10

5. What is the distinction between relative and personal pronouns? 10

6. Write a sentence containing an interrogative pronoun in the nominative case and a relative pronoun in the objective case. 2 pts., 5 each.

7. What is the difference between prepositions and conjunctions? How would you teach this? 2 pts., 5 each.

8. What moods and tenses have an interrogative form? 10

9. Correct—*Much depends on the pupil being taught how to study*, and give the reason for the change. First part 4; second part 6.

10. Write the plural of *wharf, axis, focus, cherub, phenomenon.*

5 pts., 2 each.

GEOGRAPHY.—1. What is geography? In what respect does it differ from Geology? How is it divided? 5 pts., 2 each.

2. Name two advantages derived from rivers in level countries.

2 pts., 5 each.

3. What are the trade winds? What the counter trade winds?

2 pts., 5 each.

4. Locate capes Lookout, Fear, Mendocino, Flattery, and Horn.

5 pts., 2 each.

5. What three small bodies of water separate Europe from Asia Minor? In what country are the Sphynx and Pyramids? 4 pts., 2, 2, 2, 4.

6. What outlet has the Caspian Sea? What the Great Salt Lake? Why are there no long rivers on the west side of South America? 3 pts., 3, 3, 4.

7. When it is summer at New York, what season is it at Rio Janeiro? Why? 2 pts., 4, 6.

8. Name two important rivers that flow into the North Sea. What three great empires are in Asia? 5 pts., 2 each.

9. Are the isothermal lines more northerly on the east or west coast of the Atlantic Ocean? Why? 2 pts., 3, 7.

10. Fill the following blanks.

10 pts., 1 each.

	Indiana.	Kentucky.	Missouri.	California.	Vermont.
Mineral Production.					
Vegetable Production.					

HISTORY.—1. What race of Europeans first discovered N. America? 10

2. How came the name *America* to be given to this continent? 10

3. (a) Where in the United States was born the first child of English parents? (b) Her name? a=7; b=3.

4. Give a brief sketch of Pocahontas. 10

5. By whom was the settlement of Maryland made? 10

6. (a) Who was Marquette? and (b) what explorations did he make? a=4; b=6.

7. In what way was Georgia settled? 10

8. Name three leading men in the first Constitutional Congress, 1774. 10

9. What made the United States Constitution of 1789 a necessity? 10

10. What occasioned the duel between Hamilton and Burr, 1805? 10

NOTE.—Descriptions and narratives not to exceed six lines each.

PHYSIOLOGY.—1. How are the bones of the head divided? How many bones are there in each division? What is the advantage of the top of the head being arched? 3 pts., 3, 3, 4.

2. Describe a ball-and-socket joint. What is the advantage of this form of joint? 2 pts., 5 each.

3. What is the difference, in office, between flexor and extensor muscles? 10

4. Name the four classes of teeth. Why should the teeth be thoroughly cleansed after eating? 2 pts., 5 each.
5. What is the action of the saliva upon food? Why should food be thoroughly chewed before being taken into the stomach? 2 pts., 5 each.
6. What is the effect of the pulmonic circulation of the blood? 10
7. What is the distinction between the sensory and motor fibres of nerves? 10
8. What is the function of the pores of the skin? 10
9. Why is pure air essential to health? 10
10. What is the tympanum of the ear? What is its use? 2 pts., 5 each.

- THEORY AND PRACTICE.—1. How far is the teacher responsible for the moral training of his pupils? 20
2. What mental faculties are most active in childhood? 20
 3. What are the most common faults of teachers in giving oral instruction? 20
 4. What is your opinion of the practice of offering prizes as an incentive to study? 20
 5. How would you impart an idea of a mountain to a child who had never seen one? 20

ANSWERS TO STATE BOARD QUESTIONS PUBLISHED
MAY—BY THE MEMBERS OF STATE BOARD.

ARITHMETIC.

1.	4033	3 mo. 12 da. 10 hr.	405.3
	333	14 19	1.307
	51	13	.004
	<u>7703</u>	<u>5 0 2</u>	<u>4.00003</u>
	12120	8 mo 27 da. 20 hr.	410.61103

1st. The numbers of the same kind and order are placed in the same column.

2d. In adding each column, if the sum was found to be greater than the number of units necessary to make one of the next higher order, then this was divided by the number of units making a unit of the next higher order, and the remainder was placed under the column added and the quotient added to the next kind, or order.

3d. The difference in the methods of addition is, that it does not require the same number of units in each example, nor even in the different columns of the second example, to make a unit of the next higher order; hence the divisors of the sums of different columns were different.

The above could be well illustrated to a class by writing the examples side by side.

4 thou. 0 hund. 3 tens 3 units	3 mo. 12 da. 10 hr.	3 un. 5 tenths 4 hundredths
3 " 3 " 3 "	14 " 19 "	5 " 0 " 8 "
5 " 1 "	13 "	8 " 9 "
7 " 7 " 0 " 3 "	5 " 0 " 2 "	0 " 8 "

$$2. \frac{3}{7} + \frac{3}{7} + \frac{3}{7} = \frac{9}{7} = 1\frac{2}{7} + \frac{19}{7} + \frac{13}{7} = \frac{41}{7} = 5\frac{6}{7}$$

$$7 \times 2 \times 2 \times 2 \times 3 = 168. \text{ L. C. M.}$$

1st. Reduce $\frac{3}{7}$ to 168ths. 2d. Reduce $\frac{3}{7}$ to 168ths.

Since $1 = \frac{168}{7}$

: $\frac{3}{7} = \frac{3}{168} \times 168 = \frac{72}{168}$

: $\frac{3}{7} = \frac{72}{168} \times 3 = \frac{216}{168}$

Since $1 = \frac{168}{7}$

: $\frac{3}{7} = \frac{3}{168} \text{ of } \frac{168}{7} = \frac{27}{168}$

: $\frac{3}{7} = \frac{27}{168} \times 5 = \frac{135}{168}$

3d. Reduce $\frac{3}{7}$ to 168ths.

Since $1 = \frac{168}{7}$

: $\frac{3}{7} = \frac{3}{168} \text{ of } \frac{168}{7} = \frac{36}{168}$

: $\frac{3}{7} = \frac{36}{168} \times 2 = \frac{72}{168}$

3. 9 da. 20 hr. 15 min = 9 da. 20.25 hr. = 9.84375 da.

4. Evansville $87^{\circ} 36' \text{ W. Long.}$

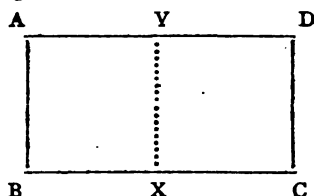
Ft. Wayne $85^{\circ} 12' \text{ W. Long.}$

$2^{\circ} 24' = \text{diff. long.} = 9.36 \text{ min.} = \text{difference of time.}$

Since Ft. Wayne is east of Evansville, the time at Ft. Wayne is faster than at Evansville; hence the difference of time is to be added to the time at Evansville.

∴ When it is 12 M. at Evansville it is 9 min. 36 sec. after 12 at Ft. Wayne.

5. Since the field is twice as long as it is wide, it may be represented by the following parallelogram:



If the field A B C D be divided into equal parts by the dotted line X Y, then each half is a perfect square, containing 81 acres.

81 A = 12960 sq. rods,

$(12960)^{\frac{1}{2}} = 113.84 + \dots$ Each end of the field is $113.84 +$ rods; hence the perimeter of the field is $683.04 +$ rods.

6. $\overbrace{B} \quad \overbrace{C}$

B — ? Cost price = B 100 per cent.

A — ? Sell. price. { A $112\frac{1}{2}$ " ?

D — ? { D _____

P $R 12\frac{1}{2}$ per cent.

B — ? Cost price. B 100 per ct.

A { A _____

D — ? Sell. price. { D $77\frac{1}{2}$?

P $R 22\frac{1}{2}$ per ct.

Short method. $\left\{ \frac{\$620 \times 100 \times 100}{77.5 \times 112.5} = \frac{\$640}{.9} = \$711.11\frac{1}{9} \right.$

Longer method, in which each step is shown.

1st. If C lost $22\frac{1}{2}$ per cent., he must have sold at $77\frac{1}{2}$ per cent. of the price which he paid. Hence he paid $\frac{\$620 \times 100}{77.5} = \800 for the horses, which is also the price for which B sold them.

2d. If B sold the horses for \$800 and made $12\frac{1}{2}$ per cent. upon them, then he sold them at $112\frac{1}{2}$ per cent. of the price which he had paid.

Hence he paid $\frac{\$800 \times 100}{112.5} = \$711.11\frac{1}{9}$. Ans.

$$7. \frac{\$11 \times 287 \times 450}{200 \times 360} = \frac{\$15785}{800} = \$19.73\frac{1}{8}$$

8. The interest on \$1 for 9 mo. 17 da @ 7 per cent. is:

$$\frac{\$7 \times 132 \times 1}{100 \times 360} = \$0.0256.$$

The amount of \$1 for 9 mo. 17 da. @ 7 per cent. equals $\$1.0256+$. Hence the present worth of 2840 for 9 mo. 17 da. @ 7 per cent. $= \$2840 + 1.0256 = \$2769.11+$. Therefore the discount is $\$2840 - \$2769.11 = \$70.89$. Ans.

$$9. \frac{2}{3} \text{ yd.} = \$\frac{2}{3}$$

$$\frac{1}{3} \text{ yd.} = ?$$

Since $\frac{2}{3}$ yd. will cost $\$ \frac{2}{3}$

$$: \frac{1}{3} \text{ yd.} \quad " \quad " \quad \frac{1}{2} \text{ of } \$\frac{2}{3} = \$\frac{1}{3}$$

$$: 1 \text{ yd.} \quad " \quad " \quad \$\frac{1}{3} \times 5 = \$\frac{5}{3}$$

$$: \frac{1}{4} \text{ yd.} \quad " \quad " \quad \frac{1}{2} \text{ of } \$\frac{5}{3} = \$\frac{5}{6}$$

$$: \frac{1}{2} \text{ yd.} \quad " \quad " \quad \$\frac{5}{6} \times 4 = \$\frac{10}{3}$$

$$10. (4492125)^{\frac{1}{3}} = 165.$$

∴ The length of the cube is 165 ft. $(165)^2 = 27225 =$ no. sq. ft. in one face of the cube. $27225 \text{ sq. ft.} \times 6 = 163350 \text{ sq. ft. total area.}$

PHYSIOLOGY.—1. Twenty-six. They are joined by thick layers of cartilage, and kept together by ligaments. It gives, with but small motion between any two vertebrae, great motion in the whole. It also adds great elasticity to the spinal column, preventing jars, etc., from reaching the brain too forcibly.

2. To secrete the synovial fluid. To lubricate the joints and produce easy motion.

3. First, to act as the organs of motion; second, largely to determine the form of the body.

4. Three. It causes enlarged secretion of saliva.

5. The Liver. The Pancreas.

6. Because in winter a large part of the food is used in the keeping up of the animal heat, so that unless a large quantity was used, the changes in the system and its wear and tear could not be supplied.

7. The fatty parts are acted upon by the bile and pancreatic juice, forming the chyle which is taken up by the lacteals.

8. Because it has to perform functions for two different circulatory systems. The right heart is the great centre of the pulmonary circulation, receiving impure blood and sending it to the lungs for purification. The left heart is the

great centre of the systemic circulation, receiving the pure blood from the lungs and sending it through the system.

9. Active exercise before eating so exhausts the nervous energy, that the proper secretion of digestive fluids has not taken place, and the food lies undigested in the stomach, a source of great danger. Active exercise after eating, draws off the nervous energy from the stomach, and stopping digestion, produces the same results as mentioned above.

10. To obtain the pure air from out-doors—to get rid of the impure air laden with the secretions from the lungs of the inmates, which are poisonous, oppressing the brain and rendering it inactive, and destroying the vitality of the system, laying the foundation for consumption and other diseases.

GEOGRAPHY.—I. In geography, a great circle is one that divides the earth into two equal parts; a small circle is one that divides it into two unequal parts. The Equator is a great circle; the Arctic Circle is a small circle.

2. It is a large stream of water flowing through the ocean, from which it is distinguished by difference in temperature, and rate of motion. The Gulf Stream. Beginning at the Gulf of Guinea, it crosses the Atlantic Ocean westwardly, south of the Equator. When off Cape St. Roque, it flows northwestwardly, passes through the Caribbean Sea into the Gulf of Mexico. Circling the Gulf it flows through the Florida Straits, and running northeastwardly off the coast of North America, it crosses the Atlantic Ocean and divides into three branches, one of which runs southwardly past the coast of Spain, recrosses the Atlantic and is gradually lost; the second branch flows into the Bay of Biscay, then northwestwardly past Great Britain, then mingles with the third branch, which flows northeastwardly past Ireland and Scotland, and finally reaches the Arctic Ocean.

3. Distance from the Equator; elevation above the level of the ocean; distance from the ocean; prevailing winds, and ocean currents.

4. The direction of the eastern highland region is northeast and southwest, while that of the western is northwest and southeast. Hudson's Bay and Gulf of Mexico.

5. Republican. Legislative, judicial, and executive. Senate and House of Representatives.

6. New York, New Jersey, Pennsylvania, Maryland and Delaware. New York is called the Empire State, and Pennsylvania the Keystone State.

7. In the great western Territories and States. Because the mountain ranges are largely filled with various valuable minerals and ores, while from lack of soil, agriculture can not be profitable.

8. Patagonia. Rhode Island.

9. The Pyrenees. The Caucasus. (Turkey in Asia—error in the text of the question.)

10. Is answered as follows :

Wheat.	Corn.	Tobacco.	Sugar.	Peaches.
Indiana.	Illinois.	Virginia.	Louisiana.	Delaware.
Wisconsin.	Indiana.	Kentucky.	Michigan.	N. Jersey.

ORTHOGRAPHY.—1. *Sù-per-a-bùn-dant*.

2. *Ch* has the sound of *tsk* in many words, as in church. It has the sound of *sk* in words derived from the French; as, chaise. It has the sound of *k* in words derived from the ancient languages; as, chorus.

3. Foemen; dormice; talismans; Germans; Mussulmans. The plural of compound words is formed by writing the plural form of one of the words forming the compound. The last three words above are not compounds, and the plurals are formed by adding *s*.

4. *Vs.* means "against"; *vid.*, "see"; *Shak.*, "Shakespeare"; and *ob.*, "died".

5. Long *e*—kw—long a—sh—short u—n; v—short i—t—l—z.

READING.—1. Shakespeare was the author of the quotation. He was born in England, at Stratford-upon-Avon, in the year 1564, and died in the place of his birth 1616.

2. The two most prominent ideas are expressed by the pronoun *I*, which is the subject of verb *pronounced*, and by the word *trippingly*. Hamlet is urging the players to speak the speech as *he* speaks it to them, which is *trippingly* on the tongue.

3. Emphasis may be expressed by uttering the word with more force, or by prolonging the vowel sound in the word when it is a long vowel, or by a pause before the word emphasized. "*Trippingly*" in the quotation would be an example of emphasis by force; "*mouth*" may be emphasized by prolonging the word.

4. The first step might be to analyze the thought which includes the study of the meaning of the words and the location of the emphasis.

5. The second step might be the oral expression of this thought, which would require that each word be pronounced correctly, and with the proper tone, modulation, pitch, and rate.

GRAMMAR.—1. James and John, who are very industrious boys, will make excellent progress in their studies. *Are* is an irregular, intransitive verb, indicative, present, third, plural, to agree with its subject *who*.

2. He that can not swim should not venture into deep water. *That* is a simple relative pronoun, third, singular, masculine, to agree with its antecedent *he*; nominative case and subject of the verb *can swim*; it connects the subordinate clause in which it stands to its antecedent.

3. It is a complex declarative sentence. The principal clause is *he should not venture into deep water*; the subordinate clause *that can not swim*. Of the principal clause *he* is the subject, modified by the dependent, adjective clause *that can not swim*; *should venture* is the grammatical predicate, modified by the adverb *not* and the adverbial phrase *into deep water*, of which *into* is the preposition, and *water* the object, modified by the adjective *deep*. Of the subordinate clause *that* is the subject unmodified, *can swim* the predicate modified by the adverb *not*.

4. The principal parts of a verb are the present indicative, the past indicative, and the past participle. These are so called because the other parts of the verb are formed from them.

5. *Him* is a personal pronoun, third, singular, masculine, and indirect objective of made. *Dismount* is an infinitive used as a noun and direct object of made. (It may also be parsed as depending upon *him*.)

6. The article *a* or *an* is used before common nouns in the singular number when used indefinitely. When several nouns are connected in the same construction the article is commonly expressed with the first, and understood with the rest.

7. *They each* had a different way of answering this question. *Each* is a distributive adjective pronoun, third, singular, common, nominative, and in apposition with *they*.

8. "John," said I, "mind your p's and q's."

9. Let every one attend to his own business. *Let* is an irregular, transitive verb, imperative, present, second, singular or plural, to agree with *thou* or *you* understood.

10. And, or, nor, but, yet, before, for, if, than, unless.

COUNTY INSTITUTES—IMPORTANT ACTION.

At a meeting of County Superintendents, held in connection with the last State Teachers' Association, a committee was appointed to act in connection with a similar committee of the State Board of Education in devising some plan for the improvement of the county institutes.

By request, a report on the subject was prepared by Supt. H. S. Tarbell, of Indianapolis, which at a joint meeting of the two committees was unanimously adopted and afterwards adopted by the State Board of Education. The report will come up for further action at the meeting of County Superintendents, to be held in this city June 22d.

The report was in substance as follows:

"1. It provides for a three years' course of instruction in the Science and Art of Teaching, and in each of the branches prescribed by law. A certain definite portion of each of these studies is to be presented each year—both in its matter and in its method. A syllabus of the matter to be taught and the method to be employed will be issued for the use of institute instructors.

"2. It provides for the holding of a central normal institute before the opening of the institute season, for the benefit of those who expect to teach in the county institutes. The design is to so conduct this normal institute that all of those who may attend shall obtain clear ideas of a well-defined plan for conducting county institutes. It is hoped that the county superintendents and all institute workers will be present at this meeting, and that the plan then agreed upon and adopted will be pursued substantially in all the county institutes held during the summer and fall. The regular work laid out for each session will consume about four and a half hours, thus affording an opportunity to each county superintendent to fill up the programme with such other exercises as the specific needs of his county may require."

The *State Normal News*, of Terre Haute, says of this plan: "It seems to us that this will be an improvement upon the present irregular and uncertain course of procedure, and that by adopting it renewed interest will be awakened in every part of the State."

NATIONAL EDUCATIONAL ASSOCIATION, 1880.

PROGRAMME OF THE NINETEENTH ANNUAL MEETING OF THE NATIONAL EDUCATIONAL ASSOCIATION, TO BE HELD AT CHAUTAUQUA, N. Y., JULY 13TH, 14TH, 15TH, AND 16TH, 1880.

TUESDAY, JULY 13—*Morning Session*.—1. The President's Inaugural Address: J. Ormond Wilson, Supt. of the Public Schools District of Columbia. 2. Paper: Object Lessons in Morals; Rev. A. D. Mayo, Springfield, Mass. 3. Modeling in the Public Schools as well as in the Kindergarten—An Exercise in Clay: Edward A. Spring, sculptor, Perth Amboy, N. J.

AFTERNOON—*Department of Industrial Education*.—1. Opening Address: Technical Training in American Education; E. E. White, Purdue University, Lafayette, Ind., Prest. of the Department. 2. Paper: Technical Instruction in the Land-grant Colleges; President J. M. Gregory, Illinois Industrial University.

EVENING.—1. Paper: The Massachusetts System of Industrial Art Education; Prof. Walter Smith. 2. Paper: The Unattainable in Public School Education; A. P. Marble, Supt. of Public Schools, Worcester, Mass.

JULY 14—*Morning*.—1. Paper: The Domain of Nature and Art in the Process of Education; Prof. W. H. Payne, Chair of Education, University of Michigan. 2. Paper: Normal Departments in State Universities; Miss Grace C. Bibb, Professor of Pedagogics, Missouri State University.

AFTERNOON—*Department of Normal Schools*.—1. Opening Address: J. C. Gilchrist, Prin. Iowa State Normal, President of the Department. 2. Paper: The Study of the Philosophy of Teaching—its value in the Preparation of Teachers; A. G. Boyden, Prin. State Normal, Bridgeport, Mass. 3. Paper: Instruction in Subject-Matter, a legitimate part of Normal-School Work; G. L. Osborne, Prest. State Normal, Warrensburg, Mo. 4. Paper: The Obstructions, natural and interposed, that resist the Formation and Growth of the Pedagogic Profession; G. P. Brown, Prin. State Normal-School, Terre-Haute, Ind. 5. Paper: The Science and the Art of Education—to what extent Developed and what their Deficiencies; J. H. Hoose, Prin. State Normal and Training School, Cortland, N. Y.

EVENING.—1. Paper: The Development of the Superintendency; Charles Francis Adams, Jr., Quincy, Mass. 2. Paper: The Education of the Negro—its Rise, Progress, and present Status; Gustavus J. Orr, State School Commissioner, Atlanta, Georgia.

JULY 15—*Morning*.—1. Paper: Effect of Methods of Instruction upon the Results of School Work; J. W. Dickinson, Secretary of the State Board.

of Education, Boston, Mass. 2. Paper: Text-Books and their Uses; Wm. T. Harris, Supt. of Public Schools, St. Louis, Mo.

AFTERNOON—Department of Elementary Schools.—1. Opening Address: J. H. Smart, State Supt. of Public Instruction, Indiana, President of the Department. 2. Paper: The Debasement of the Moral Currency; Mary W. Hinman, La Porte, Ind. 3. Paper: What should we seek to accomplish in the Reading Exercise? E. O. Vaile, Prin. Clark School, Chicago. 4. Paper: How can Character be Symmetrically Developed? Ellen Hyde, Framingham, Massachusetts.

EVENING.—1. What Constitutes a Practical Course of Study in our Graded Schools? Edgar A. Singer, Teacher Public Schools of Philadelphia, Penn. 2. Paper: From Pestalozzi to Froebel; W. N. Hailmann, Editor "The New Education," Detroit, Mich.

JULY 16—Morning.—1. Report of Messrs. Joseph A. Paxson, J. P. Wickersham, and J. L. Pickard, appointed at the last meeting to procure statistics showing what proportion of convicts in prison and penitentiaries received full or partial education in Universities, Colleges, Normal, High, Grammar, or Primary Schools, public or private, and to report such other statistics as to the relation between education and crime as the committee may deem important. 2. Paper: The importance of having the Primary, Secondary, and Collegiate System of Education fit into each other; Prest. James McCosh, The College of New Jersey.

AFTERNOON—Department of Higher Instruction.—1. Opening Address: Prof. E. T. Tappan, Kenyon College, Gambier, Ohio, President of the Department. 2. Paper: Equivalents in a Liberal Course of Study; William T. Harris, Supt. of Public Schools, St. Louis, Mo. 3. Paper: Scholarships; President Josiah L. Pickard, State University of Iowa. 4. Paper: Extra Class-Work; Prof. Edward S. Joynes, East Tennessee University.

EVENING.—1. Paper: The relations of Educators to Spelling-Reform; Prof. F. A. March, Lafayette College, Easton, Penn. 2. Reports from the Several States and Territories represented.

Hotel rates, from \$1 to \$2.25 per day.

HENDRICKS COUNTY.—The Board of Education of Hendricks county, at its May meeting, appointed a committee to determine what legislation is needed to make our school system more efficient, the committee to report at the September meeting.

That committee is very desirous of availing itself of the observations and experience of trustees, ex-trustees, and school men generally throughout the State in reference to the practical operations of the school law. All such who may read this item are requested to write their suggestions to John Kendall, chairman of the committee, Amo, Hendricks Co., Ind., and in doing so they will confine themselves, first, to defects and changes in existing laws; second, to new laws needed. In either case give reasons for suggestions. Who are better judges of the practical workings of our school law than the subordinate

school officer, who deals with the subject in its home and local relations of the people. Here is a chance to be heard, and to give force to your opinions and have them put in shape. Will you respond?

FRANKLIN EXAMINATIONS.—We attended the public examinations of the Franklin schools recently—one day after they had closed. We are not often so much behind; but we were in time to inspect the large collection of examination papers. These papers had been carefully prepared, and (as entire classes were represented) showed very correctly the character of instruction and the degree of advancement of the pupils. The papers will be exhibited at the County Fair, for which they were intended; and we hope also at the State Fair, where they will certainly do credit to Supt. Martin and his faithful corps of teachers.

WABASH COUNTY AHEAD.—Wabash county has a township graded school in each township. The county board of education at its last meeting adopted a regular course of study for these schools. Teachers who teach in these schools are required to pass an examination in the branches laid down in the course. In addition to the common branches, required by law, the following are to be taught, viz.: Algebra, Latin, Physical Geography, Zoölogy, Botany, Natural Philosophy, Rhetoric, English Literature and Book-Keeping. The annual county normal commences in the middle of July and continues six weeks, followed by the county institute. G. T. Herrick is county superintendent.

CLEOPATRA'S NEEDLE.—At a meeting of the Cabinet recently, the Secretary of State read a communication from the United States Consul at Alexandria, stating that Cleopatra's Needle had been successfully launched and had been taken around to the dry dock, where it would be transferred to the vessel which is to transport it to the United States, but as the wharf is at present occupied by two Egyptian vessels it would be some time before it could be started.

DECATUR COUNTY.—The County Board at its last meeting passed the following: "*Resolved*, That we heartily endorse the advance step which the superintendent, G. W. A. Luckey, has taken in systematizing the work of teaching in the country and raising the standard of scholarship and ability so that only the best teachers are licensed.

Island Park Assembly is a kind of little Ohautauqua, located on an island in a beautiful little lake near Rome City, Ind. The Assembly presents a programme with five Departments, viz.: Pastors' Institute, Teachers' Congress, Sunday School Teachers' Normal, Popular Lectures and Entertainments, Musical College, each headed by an able instructor with assistants. It opens June 23d and closes July 7th.

Hon. John I. Morrison, trustee of Wayne township, Henry county, requires teachers to file a written application, setting forth their qualifications and experience as teachers, the branches they can teach beside those required by law, etc.

THE BIRDS.

One day in the bluest of summer weather,
 Sketching under a whispering oak,
 I heard five bobolinks laughing together
 Over some ornithological joke.

What the fun was, I couldn't discover—
 Language of birds is a riddle on earth;
 What could they find in white-weed and clover
 To split their sides with such musical mirth?

Was it some prank of the prodigal summer—
 Face in the clouds or voice in the breeze—
 Querulus cat-bird—woodpecker drummer—
 Cawing of crows high over the trees?

Was it some chip-munk's chatter—or weasel
 Under the stone wall stealthy and sly?—
 Or was the joke about me at my easel,
 Trying to catch the tints of the sky?

Still they flew tipsily, shaking all over,
 Bubbling with jollity, brimful of glee—
 While I sat listening deep in the clover,
 Wondering what their jargon could be.

'Twas but the voice of a morning the brightest
 That ever dawned over yon shadowy hills;
 'Twas but the song of all joy that is lightest—
 Sunshine breaking in laughter and trills.

Vain to conjecture the words they are singing,
 Only by tones can we follow the tune;
 In the full heart of the summer fields ringing,
 Ringing the rythmical gladness of June!

—*Putnam's Magazine.*

"The Normal Educator" is the name of the new paper started at Valparaiso in the interest of the North Indiana Normal. It is a weekly, in newspaper form, and will doubtless be a valuable means of communication among the members and friends of the normal. The absurd claim of "The cheapest and best journal of education in the United States" is the severest criticism we have to offer. B. E. Shawhan is editor.

Who can give a reader of the Journal the origin and history of the State Seal of Indiana?

The school population of Marion county is 35,105, of which Indianapolis enumerates 26,547.

The high school at Lebanon graduated a class of 6, June 1st.

The Ligonier high school graduated 19, Friday, May 14th.

Commencements will occur, as follows: Asbury University, June 24th. Purdue University, June 10th.

The Aurora schools closed May 21. The high school graduated 10. Frank H. Tufts is still superintendent.

"STILL THEY COME"—G. R. Harris, of Folsomville, is editor of "The Educator," a paper devoted to Education, Science, and Art.

The Greensburg high school graduated 19, May 20th. What other place of the size can boast so large a number of graduates from its high school?

Cline & Caraway have removed their office from Perrysville to Ladoga. They can give teachers active employment in canvassing for the best books published.

The Elkhart County Normal, Classical and Training School, located at Goshen, still prospers under management of the associate principals, D. Moury and L. A. Langworthy. Summer term will begin July 12th.

The Delaware county school board, at its last meeting, passed a resolution favoring seven months' school in each of the twelve townships in the county. Several new school houses will be built on the improved plan.

The Vernon high school graduated this year 10. The commencement exercises took place April 23. Mr. Almond, the principal of the school, received a fine gold-headed cane on the occasion as a token of regard from the class.

PERSONAL.

Miss Emma Jones, a primary teacher of experience, will do institute work if desired.

J. M. Branson will remain at Farmland another year. He proposes to have a normal in connection with regular work.

J. H. Martin, superintendent of the Franklin schools, says that he is *not* a candidate for nomination for the State Superintendency.

Mrs. Carrie Andrew, *nee* Carrie Cleaver, who was many years a teacher in the Indianapolis schools, now lives at Summerville, Kansas.

S. S. Ventres, the Western agent of Sheldon & Co., has removed his office to room 35 Music Hall, Chicago, just between the two great bookstores of the Northwest.

State Supt. James H. Smart is president-elect of the Department of Elementary Instruction in the National Association, and is to make an address before that body at Chautauqua, July 15th.

John J. Abel has been promoted to the superintendency of the La Porte schools *vice* F. G. Bliss, resigned. E. M. Brown, a fresh graduate of Ann Arbor, will take Mr. Abel's place as principal of the high school.

Rev. A. D. Mayo, of Massachusetts, who, in addition to being an excellent pastor and preacher, is one of the leading educational men of the United States, is to deliver an address before the literary societies of Purdue University on June 9th.

J. L. Rippetoe is serving his eleventh year as superintendent of the Connersville schools, and most of his teachers have served from 6 to 10 years. There is no good reason why good teachers should change places as frequently as is common.

W. H. DeMotte, formerly a well known and highly respected teacher of Indianapolis, but now superintendent of the Deaf and Dumb Institute at Delavan, Wis., recently made us a very pleasant call. Prof. DeMotte still has many warm friends in Indianapolis.

J. H. Binford, formerly superintendent of Hancock county, but for the last two years in the practice of law at Greenfield, has determined to return to his first love, and will compose one of the corps of instructors of the Ladoga normal school at the opening of the next school year, September. Mr. Binford is a live teacher.

The New Castle Mercury presents the name of Clarkson Davis, principal of Spiceland Academy, as a suitable person for State Superintendent of Public Instruction. Mr. Davis is an excellent man, a popular teacher, and has a host of friends in the State. Spiceland Academy, under his management, has become one of the recognized educational institutions of the State.

J. H. Madden, who has superintended the schools of Bedford for nine years, and Mrs. Madden, who has been principal of the high school for the same time leave Indiana and locate at Danville, Ill. During their stay at Bedford the schools have been brought to a high degree of perfection, and 65 pupils have been graduated from the four years' course in the high school. We regret to lose Mr. and Mrs. Madden from the State.

Two years ago James MacAlister was deposed as Supt. of the Milwaukee schools, and a Mr. Somers was elected in his place. Mr. MacAlister's friends have recently come into power again, and after a sharp fight Mr. MacAlister is re-elected to his old position. Mr. MacAlister is a man of decided opinions and of marked culture. He has but few superiors in this country as a close thinker, and as a profound student of the great educational problem.

Prof. Geo. W. Hoss, for many years one of the leading educators of Indiana, has resigned his Professorship in the State University and will soon remove to Kansas. Prof. Hoss was for many years a member of the faculty of the N. W. C. (now Butler) University; he served two terms as State Superintendent; for the past ten or twelve years he has filled the chair of English Literature at the State University (excepting two years he spent in Kansas as President of the State Normal School); he was one of the charter members of

the State Teacher's Association, and was for many years the editor of this Journal. He has purchased the "Kansas Teacher," and will become its editor and publisher.

Prof. Hoss is a high-minded, christian gentleman, who has done much for the cause of education and for the temperance and morals of this State, and Indiana can ill afford to spare him. His many warm friends all over the State will regret to hear of his determination to remove, and will join the Journal in wishing him a long, useful and happy life wherever his field of labor may be.

NORMALS.

Supt. W. E. Bailey and Thomas Shakes will hold a five weeks' normal in Plymouth, beginning August 3d.

The S. C. Normal at Mitchell begins a nine weeks' session June 22d. "Prosperity" is the word that goes out from this school. W. F. Harper, Principal.

A normal of five weeks will be held in Martinsville, beginning July 19th. It will be followed by the county institute. Instructors, A. E. Humke and C. H. Morris.

Ripley county will hold its institute the last week in August.

The Newton county normal will be held at Kentland, July 19th—7 weeks including institute. Managed by W. H. Hershman, county superintendent.

County Supt. W. E. Netherton, assisted by G. A. Murphy, G. A. Netherton, E. M. Morehart, E. K. Isaacs, J. H. Reddick, Lena Rains, Eva K. Horner, and T. E. Mehl, will begin a normal in Winamac July 13th.

The sixth term of the Cass county normal will open at Logansport, Monday, July 19th, and continue five weeks, to be followed by the county institute.

The Fayette county normal will open July 19th, for 5 weeks. Instructors, J. H. Hays, S. M. Keltner, and others.

Joseph A. Lynn and W. A. Foster, assisted by County Supt. Bowman and Arnold Tompkins and wife, will hold a 7 weeks' normal at Williamsport, beginning July 12th.

S. S. Parr and C. P. Doney will hold a 7 weeks' normal at Rockport, July 19th.

Prof. E. E. Smith will open, June 28th, a normal in Purdue University—5 weeks.

The Hamilton county normal, to begin July 19th, will be conducted 5 weeks, by Supt. U. B. McKinsey and F. W. Reubelt.

BOOK TABLE.

History of the United States—By Joseph T. Derry, Prof. in Wesleyan Female College, Macon, Georgia. Philadelphia: J. B. Lippincott & Co.

The author says in his preface that "great pains have been taken to state accurately and impartially all the leading events of the history of our country." This he has evidently tried to do, and has succeeded, from his standpoint. Being a southerner and sympathizing with the South, in giving the history of the late war he very clearly shows which side he favored. It is interesting to read a history written from a southern standpoint. It will make a valuable reference book for northern teachers.

Spelling for Fun—Is the name of a series of games in spelling, devised by D. Eckley Hunter. The games are played by means of little cards, a letter on each, and can be made at the same time instructive and interesting. We know by experience that home games are a success, and can see no good reason why they can not be used to advantage in the school room.

McAvoy's Blank-Speller—For drill in written spelling, is published in Indianapolis, by J. M. Olcott. It is arranged with special reference to teaching the diacritical marks. These marks are named, and their use is defined and illustrated. This is an important feature. The paper is ruled so that it can all be utilized.

BUSINESS NOTICES.

Read the advertisement of Carlton's Word-Practice, and learn something new and useful.

Prof. A. F. Simpson will teach Penmanship and Book-keeping, if desired, in normals this summer. Samples furnished on application with stamp. One of the finest cards of ornamental work ever gotten up, 18 x 22, mailed for 75 cents. Address A. F. SIMPSON, Decatur, Ind. 6-2t

The fifth annual term of the Oxford Normal under the superintendence of B. F. Johnson will open July 26th, and continue eight weeks. 5-2t

THE ANALYTICAL COMPENDIUM OF ENGLISH GRAMMAR.—A complete diagram of the Principles of Analytical Grammar with Illustrations. Sent to any address by mail on receipt of 50 cents.

Address,

J. M. OLCOTT, Indianapolis.

SUMMER ART SCHOOL.—Fourth annual session for Teachers, Teachers of Drawing and Art Students, Industrial Drawing, Water and Oil Painting, Wood Carving, Modeling. Opens July 5th, for four weeks. Expenses low. Send for circular.

W. S. GOODNOUGH,

Columbus, O,

5-2t

OHIO CENTRAL NORMAL SCHOOL.—Reorganized with full faculty. Three full courses, one, two, and three years respectively. Incorporated under State Board of Trustees. This is the only Normal School in the State having a distinct Professional Course of Study and Practice combined with the most thorough academic instruction.

5-1f Address, JOHN OGDEN, Prin., Worthington, O.

Prof. E. E. SMITH, Principal of the Academy of Purdue University, will do Institute work during the summer vacation upon reasonable terms. His lectures will embrace work in Physical Geography, Physiology, English, History U. S., Theory and Practice, &c., &c. Evening lectures if desired. Address at Lafayette, Ind.

EMPLOYMENT FOR TEACHERS DURING THE SPRING AND SUMMER VACATION.—Having recently made very valuable additions to our list of Standard Library Works and Subscription Books, we offer to Teachers a rare opportunity for lucrative employment during the spring and summer vacation. All who desire to sell books, globes, outline maps, charts, etc., are requested to correspond *at once* with the undersigned. We want at least one agent in every county. Address J. M. OLCOTT, 36 East Market st., Indianapolis.

THE OLD RELIABLE PAN-HANDLE.—Every summer a great many teachers make an Eastern trip—it pays teachers to travel. They can see more in a flying trip of a few weeks than they can read about in a year. What they see they remember and can tell, what they read they get but imperfectly and forget. In making such a trip either go or return by the Pan-Handle and Pennsylvania Central. The scenery on this road is simply *grand*. The Horse-Shoe Bend is a perpetual wonder.

TEACHERS are respectfully informed that the first and only absolutely complete **History and Chronology of North and South America** ever offered is now ready. It contains the works, word for word, of the most celebrated of American Historians, in one royal 4to volume of nearly 1000 pages, fully illustrated (equivalent to 6000 octavo pages). All critics pronounce it the "*Fountain Head of American History, unequalled for reference or study.*" "No teacher can afford to be without it." Sent by express, prepaid, on receipt of \$10.00. Special rates to teachers.

5-6t Circulars of ALLEN & WILLMARTH, Publishers,
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SUMMER SCHOOL OF ELOCUTION BY S. S. HAMILL, A. M.

Author of the Science of Elocution, will open June 10, 1880, for a term of ten weeks, at 710 West Monroe Street, Chicago, Ill. One hundred and twenty lessons, two lessons per day, \$30.

 Ten lessons in elocution, and how to teach them, sent FREE. 4-3t

INDIANA SCHOOL JOURNAL.

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WASHINGTON CITY SCHOOLS.

5

MISS V. L. NOURSE.

THE public schools of the District of Columbia are divided into seven school divisions, four of which comprise the white schools of Washington; the fifth, those of Georgetown; the sixth, those of the county (a district just outside the city limits); and the seventh, the schools for colored children. The number of children at present in attendance is about 27,000, and of these 24,000 are in Washington alone, one-third being colored. There are two superintendents, one in charge of the white, the other of the colored schools. Each school division is superintended by a supervising principal. The corps of teachers numbers 435, more than half of whom have been educated in Washington. The Normal School, established in 1873, annually receives twenty pupils from the Female High School, and gives them one year of professional training, at the end of which time they are assigned to positions, being entitled by law to preference over all other candidates.

During the six years of its existence this institution has graduated one hundred and twenty pupils, one hundred of whom are at present engaged in teaching. There are no "combined schools in Washington, each teacher having on an average fifty-six scholars. The course of study extends through a period of ten years, each year's work being known as a "grade."

The schools of the first and second grades, twenty-six in number, are half-day schools, the length of the morning session being three and a half, and of the afternoon, four hours. The curriculum includes reading, spelling, penmanship, arithmetic, English grammar, geography (physical and political), general history, vocal music, drawing, algebra, natural philosophy, physiology, book-keeping, English literature, geometry, psychology, phonetics, physical and vocal culture, botany, object lessons, didactics, theory and art of teaching, and zoology. Reading at sight from certain books prescribed by the board of trustees is an interesting feature in all the grades. In penmanship correctness of position of the body is more strongly insisted upon than perfection of form in the letters, and it is safe to say nowhere is this branch taught with greater or more uniform success. Drawing, free-hand and geometrical, is taught throughout all the grades. An annual exhibition of penmanship, and drawing from dictation, from models and objects, copies and designs, is held in the Franklin and Sumner buildings, the former being the representative white school, the latter the colored.

At the last exhibition of this kind upward of 6,000 specimens were prepared for the Franklin and 3,000 for the Sumner. The work done in this branch by the colored pupils is simply incredible. So enthusiastic are they in embracing every opportunity of education that they have already made an application of art to industry by the establishment of an industrial school. Vocal music receives a large share of attention, individual singing forming *the* feature of the system. Oral examinations are held in the first, second, third, and fourth grades twice a year; in the grades above these once, excepting in the Normal School, where they are quarterly. In addition to these, written examinations are held each month in the fifth, sixth, seventh, eighth, and ninth grades. All schools of the same grade conduct their exercises on the same plan by means of a programme and time-table, framed and hung up in the school-room. Teachers not qualified to teach any branch or branches prescribed for their grade are required to fit themselves by receiving instruction from educators appointed for that purpose by the board of trustees. These instructors, with the exception of the teachers of penmanship and elocution, are paid by the board. The necessity for vocal and physical culture is strongly emphasized, and finally each teacher

is expected to ornament and beautify her school-room with floral and artistic decorations.

Truly, if "there is no rest for the wicked," the teachers of Washington must be egregiously sinful. With a spirit of generous rivalry animating each grade and a vigilant superintendent, himself an indefatigable worker, and, like all such, intolerant of inactivity in others, there is no opportunity, were there the disposition, to "take things easy."

Salaries of officers and teachers range as follows:

Superintendent white schools	\$2,700
Superintendent colored schools	2,250
Supervising principal	1,650
Principal Normal School	1,350
Principal Advanced Grammar (male)	1,300
Principal Advanced Grammar (female)	1,200
Principal 8th grade	1,000
Principal 7th grade (male)	900
Principal 7th grade (female)	850
Principal 6th grade	800
Principal 5th grade	750
Principal 4th grade	700
Principal 3d grade	650
Principal 2d and 1st grades	600
Music teacher	960
Assistants	600
Drawing teacher	700
Assistant	650

The foregoing are maximum figures.

Washington can boast some fine school buildings. Among the handsomest are the

Franklin, valued at	\$188,000
Jefferson	122,000
Seaton	48,000
Wallach	40,000
Abbott	26,000
Cranch	24,000
McCormick	15,000
Thompson	10,450
Sumner	70,000

Lincoln	37,500
Stevens.	29,000
Randall	24,000
John F. Cook	18,500

The last five are colored schools.

ORTHOGRAPHY.

DANIEL W. D. BOWERS.

How should the plural of words ending in *o*, preceded by a consonant, be spelled? A remark or observation is on the 29th page of Harvey's Grammar which says:

"Most nouns ending in *o*, preceded by a consonant, add *es*; as, cargo, cargoes."

Worcester says:

"Nouns ending in *o*, preceded by another vowel, form their plural by the addition of *s*; as, cameo, cameos; folio, folios; but if the final *o* is preceded by a consonant, the plural is commonly formed by adding *es*."

Webster says, LXVI, § 18:

"A few plurals from nouns ending in *o*, preceded by a consonant, end in *es*."

Harvey's and Webster's remarks seem to conflict one with the other.

Webster's Unabridged has been taken as the standard in spelling the following words, yet a number of other books have been used.

The plural of each of the following is formed by adding *es* to the singular:

*arango	cargo	gecko	3 mango
bilbo	crusado	grotto	4 mosquito
bombolo	1 desperado	innuendo	motto
bravo	dodo	jo	mulatto
*bubo	echo	2 kyloes	negro
buffalo	embargo	magnifico	no
calico	tornado	veto	virago
5 portico	torpedo	vigesimoquarto	volcano

The following nouns form their plurals by adding only *s*; as, albino, albinos:

albino	12 guacho	octodecimo	sextodecimo
armadillo	guanaco	20 palmetto	sirocco
6*banco	13 guano	*paramento	*solo
7 banjo	halo	21 photo	*soprano
canto	junto	22 piano	squacco
catso	lasso	23*poncho	stiletto
cento	libretto	*pro	25 tobacco
8 chromo	14 limbo	proviso	torso
*concerto	15 loco-foco	quarto	26 touraco
dido	16 mandingo	24 quipo	turko
9 domino	memento	*rhancha	two
duodecimo	17 merino	*ridotto	tyro
*fico	18 mono	saltimbanco	violoncello
10 flamingo	19 negrito	salvo	virtuoso
11 galago	octavo	sexto	zambo

zero.

The following are spelled as follows :

*albugo, pl., albugines	*spado, spadones
*concetto, pl., concetti	*timpano, timpani
*crino, pl., crinones	vertigo, vertigines
*seudo, scudi.	

OBSERVATIONS.—Words marked thus (*) are written in *Italics* in Webster's 4to dict'y. 1, Venable's U. S. H. 114; (2, see 'kyloes' in 4to Dict.); 3, Dick's Encyclopedia; 4, High School Dict., 'mosquitos'; 5, Worcester, 'porticos'; 6, Ray's Higher Arith., 297; 8, 12, 16, 18, 19, 21, not in dictionary; 7, 8, 21, 22, 24, 25, from advertisements 9, both ways; 10, 12, 23, Hartwig's Polar and Tropical Worlds; 12, also Mitchell's C. S. Geog., 244; 13, U. S. Dispens. 1606; 14, Worcester; 15, Barnes' U. S. H. 173; 16 and 19, Cornell's Physical Geog. 92; 18, ask Mr. J. Brown, Grammarian, or see Hill's Encyclopædia of English Grammar, 297; 20, Gray's 'How Plants Grow,' 42; 26, Willson's Fourth Reader, 122.

The plurals of archipelago, fandango, fro, morocco, kino, indigo, peccadillo, etc., etc., are still puzzles. We ask how to spell them, and echo answers "how?"

HOW TO TEACH ADVANCED READING.

ETTIE NELSON.

FIRST, have a distinct and vivid conception of what is to be accomplished. All other matters must be made subordinate to readiness in calling words, a distinct articulation, correct expression of the sense by proper emphasis and inflection and pure tone. However long you may have taught reading, or however well you may read, you will find it greatly to your advantage, and absolutely necessary to a high degree of success in teaching, to study each lesson before hearing it recited. By so doing you will qualify yourself the better to direct the proper emphasis, inflection and general expression, to detect any double or delicate shade of meaning, and what is of more importance, you will thereby increase your own interest in the lesson. If the teacher possesses no interest he can inspire none in his pupils.

Insist upon distinct articulation; see that your pupils pronounce with carefulness and energy. In our text-books will be found special exercises on the subject of articulation, which we should remember are intended for drill exercises. Let us then be not satisfied with pronouncing them once or twice, as though they were merely to be read over, but take them up one by one and repeat until all in the class can give them correctly. It is not to be inferred, however, that we are to attend to articulation only while using exercises specially selected for this purpose. We should make drills in articulation of sentences in the reading lesson. Designate some one of the class to pronounce the first word of the exercise or to read the first sentence; if he fails to satisfy you, pronounce it yourself, and then require the class to pronounce or read it in concert, after the model given; and if necessary repeat several times. It is better to read one lesson well than to pass indifferently over a dozen. Keep your class drilling on a few well selected lessons though you advance slowly through the book.

One difficulty we have to contend with is the prevalent though mistaken notion that the progress of the pupil is in proportion to the number of pages and books passed over. To this opinion you may have to yield to a degree; but you need not and should not compromise your own judgment by conforming your method

of teaching thereto. Advance only rapidly enough to prevent your pupils from becoming discouraged. There *is*, nevertheless, quite an advantage in reading many pages; it gives a readiness in calling words, which is essential to good reading and which can be acquired in no other way. The practice is objectionable only so far as it leads to the substitution of quantity for quality. Encourage your pupils to read many lessons and many books outside of the school-room.

What end is to be accomplished in reading? Some suppose that it consists in the ability to express audibly to others, and in a clear and forcible manner, the words and thoughts contained in the book. It is not my intention to lessen the importance of this fact, but to call attention to another very desirable one. Pupils should be taught to *remember* what they read, and to express it in a connected and intelligible manner. How can this object be attained? To *assist* in reaching this result, require your pupils to relate the substance of the lesson in consecutive order. Sometimes have a single person go over the whole of it, and when he has finished call upon the class for criticisms or omissions of important parts; at other times call upon a pupil to begin at the first, and when he has gone far enough permit another to take up the subject at that point and continue it; so with the third and fourth, until all have been called upon. If necessary the teacher may assist by an occasional question or suggestion. Teach your pupils to inquire for the *sense* of the passage, and then to give it, by appropriate emphasis and inflection.

It is often surprising what ideas pupils will obtain from a lesson they have read. A lesson was duly prepared and read about the invention of the machine for separating the seeds from cotton. The teacher, anxious to know what knowledge the pupils had gained, asked the question, "What is the cotton gin?" One replied, "A kind of whisky." Every experienced teacher is familiar with similar examples.

Again, the teacher has much to contend with in advanced reading. The habit of reading in a very low, monotonous tone, which it is almost impossible for older pupils to overcome, can, with much more readiness, be corrected in the primary lessons. Pupils should be taught *how to study*. Many fail to give instruction in this most essential part of education. In making preparation direct the pupil first to read the lesson over, in order

to get the story and its connection; then to return and re-read the first paragraph more carefully, and if necessary to repeat again sentence by sentence, emphasizing the different words until a reading is decided upon which seems to express the fullest meaning.

This preparation should be made at home, where they can read aloud, thereby having the ear to assist the judgment in determining the correct reading. Never test the preparation by the number of *times* the pupil has read the lesson, unless you know how *thoroughly* he has read it.

THE INFINITIVE IN ENGLISH. II.

E. E. SMITH, PRIN. PURDUE ACADEMY.

RICHARD GRANT WHITE, in "Words and their Uses," pages 307-9), thus speaks of the infinitive: "What the grammarians call the infinitive mode is no mode at all, but a substantive of verbal origin. It is the name of the verb, and so may well be called a substantive. It is not so called for that reason, but because there is no quality of the substantive which the infinitive has not, and but one relation of the substantive—that of possession—which it can not assume; and there is no distinctive quality of the verb which it does not lack, or relation of the verb which it can assume. For instance, 'I have to go' is merely 'It belongs to me to go', 'To go belongs to me', forms of expression not uncommon among the most cultivated speakers, and which are not only correct but elegant. But that which is expressed by a *verb* can not belong to any one. Only a thing, something substantial (though not substantially material or physical) *i. e.*, a *substantive* can belong. This is no new discovery. Yet grammarians have gone on for centuries teaching that *to go* is a mode."

These quotations are sufficient for our purpose. The various opinions given, as well as those of other common and uncommon text-books*, are as remarkable for their uniformity of

* For other references, see Green's Analysis, p. 224; Earl's Philology English Tongue, p. 530, *et seq.*; Harvey's Grammar, pp. 76, 80, 190; Whitney, p. 105; Fowler, p. 312; Butler, p. 64; Clark, p. 267; Lathan's Handbook.

statement, as the authors of our grammars are remarkable for not following out practically the logic of their own words. Mode, for instance, is defined as "a manner of assertion." The *infinitive mode* is then defined as "that form of the verb which does not make an assertion, but expresses an act or state in a general way, without confining it to a subject." Now the writer can see neither reason nor utility in thus making a muddle of things for the sake of following custom. Simplicity and clearness should be aimed at, if not secured, by consistency in theory or definition, and practical application. The infinitive is as clearly a participial form (performing the office of the noun whilst retaining the signification and governing power of the verb) as the "participle" of grammarians, which performs the office of the adjective whilst retaining the signification and governing power of the verb. In either case the verbal, or assertive, function is lost or obscured. Simplicity, clearness and consistency can all be subserved by disregarding form and treating the infinitive as the verbal substantive and the participle as the verbal adjective, and neither as a mode of assertion, because neither, though sometimes *implying*, ever makes a real assertion. Grammar, in the common sense of the term—the study of inflected forms—is of little importance in English; in the proper sense, grammar is elementary logic, because the English is a language of utility in which the classes of words are determined by their offices in the process of expressing thoughts.

THE GERUNDIAL INFINITIVE.

The Anglo-Saxon language had for its infinitive two forms:

1. The nominative or objective, ending in *an*; as, *Lufan*=to love.
2. The Dative, ending in *nne*, preceded by the word *to*; as, *To lufienne*=to love.

In later English there seems to have grown up a form in *en*, as also others in *yn*g and *yn*, as in the following selections:

"My lady's beauty passeth more
The best of yours, I dare will *sayen*,
Than doth the sun the candle light,
Or brightest day the darkest night."

Surrey, (1516-47.)

"Besechyng al them that this litel werke shal see, here, or rede to have me for excused for the rude and symple *makyn*g and *reducyn* in to our englysshe."—*Caxton*, "*The Game of the Cheese*," 1474.

"It is cowardise and lack of hartes and corage that kepith the Frenchman from *rysing*, and not povertye."—*Sir John Fortescue*, (1430-70.)

From these forms as well as from the form in *an*, has doubtless arisen the gerundial infinitive ending in *ing*. This is usually equivalent to an infinitive with *to*, though sometimes there is a difference of thought indicated by the use of the one form or the other. Thus, "*Rising* early is healthful," and "*To rise* early is healthful," are equivalent; but "*I hate lying*" and "*I hate to lie*" are not. This form is carefully to be distinguished from the participle in *ing*, by its filling the office of a noun, whilst the participle performs the office of an adjective.

CONSTRUCTIONS OF THE GERUNDIAL INFINITIVE.

1. As the subject:

- (a) Lying is disgraceful.
- (b) Organizing charitable relief is good work.

2. As the predicate:

- (a) Seeing is believing.
- (b) Nature's chief masterpiece is writing well.

3. As the object:

- (a) I hate lying.
- (b) Will you permit his doing so? *
- (c) I doubt the man's being a soldier.

In *b* and *c* the phrases are the logical, the gerundials the grammatical objects.

4. As the object of a preposition:

- (a) Do you know of the deep damnation of his taking off? *

* In sentence (b), objective gerund, the possessive pronoun "his" is grammatically an adjective modifying the gerund of which it is logically the subject; in sentence (a), object of a preposition, the possessive pronoun is logically the object of the gerund. These are both abridgements of substantive clauses. In a similar manner have arisen such peculiar forms as, "His being a minister prevented his rising to civil power;" "I doubt the child's having the measles," etc.

- (b) Defend me, therefore, common sense, say I,
From reveries so airy, from the toil
Of dropping buckets into empty wells,
And growing old in drawing nothing up.
5. In apposition :
(a) That deed—deceiving his aged father—condemns him.
6. Absolutely with a participle :
(a) Fighting being useless, we surrendered.
(b) Talking having been determined upon, John began a lively conversation.

(To be continued.)

ARTIFICIAL ICE.

ELI F. BROWN.

THE manufacture of ice under any conditions of climate or season, in sufficient quantities to meet the ordinary demands of life, and at a trifling cost, is a success already fairly achieved. That it will become a perfect success in the near future is quite certain.

The artificial process by which ice is produced is simple. The machinery necessary in the operation consists of a condensing pump, coils of pipe and a freezing tank. The chief agent in producing the low temperature is the rapid evaporation of some highly volatile liquid.

It is a well known fact in physics that in changing any substance from a denser to a rarer form, heat from surrounding space must enter the substance and become latent in it that the rarer condition of the substance may be maintained; especially is this true in changing a liquid to a gas.

If by pressure certain substances which are gaseous are condensed into liquid form, such liquids when the condensing pressure is removed possess a great tendency to return to the gaseous state, and in this return they reduce the temperature of the surrounding medium and of adjacent bodies.

Liquid ammonia may be made by condensing ammonia gas by means of a condensing pump. Liquid sulphurous acid may

be made by condensing the gas formed by burning sulphur in oxygen gas. Either of these liquids may be employed in the ice machine.

A strong metallic reservoir is used to hold the volatile liquid. From this pipes lead to the freezing tank, which contains a strong brine in which the pipes from the reservoir are coiled. If the liquid is permitted to flow into the coils, the pressure being removed, it returns to its gaseous form, and by this change lowers the temperature of the brine below the freezing point of water. Cans containing pure fresh water are placed in the ice-cold brine and the fresh water is in time readily turned to ice, moulded in blocks by the cans. The gas passes on and is forced by the pressure of the condensing pump back again into the liquid form, and returns to the reservoir to take its rounds again. Brine is used in the tank because its freezing point is much below that of fresh water. So long as the machinery lasts and the pipes do not leak there is no waste of material, and all that is necessary is to run the condensing pump.

The chief expense is in the original cost of the machine. The use of ammonia is deleterious to the machinery. The sulphurous gas is regarded as the best agent to employ.

Ice machines have been operated in several of the southern cities of the United States for three summers. Ice is made by them in some places at the surprisingly low cost of seventy-five cents per ton, and has been retailed to customers at one-half cent per pound.

Experiments in this city of a similar but somewhat different character have proven partially successful. The proprietors of a large pork packing establishment, in which thousands of tons of ice are used annually for cooling and curing the meats, have succeeded in cooling their rooms by passing pipes through them, through which pipes currents of liquid ammonia are permitted to volatilize. By this means the temperature is reduced to a very low point, and the enormous expense of natural ice is avoided.

Buildings are heated in winter by coils of pipe in which steam changes to water. The heat given out in this case is chiefly the latent heat of the steam set free in the change to water. So by the reverse process may buildings be cooled in summer by a series of pipes in which a liquid changes to a gas.

INDIANAPOLIS HIGH SCHOOL.

HOW TO SECURE ATTENDANCE IN THE COUNTRY SCHOOL.

G. HENRI BOGART.

DECORATION.

ONE of the numerous problems which vex the mind of every live, earnest teacher is, "How can I increase my average attendance?"

Now I propose giving a few methods for attaining this much desired object. Not that I wish to set myself up as a criterion for my fellow-laborers to follow, but simply to give some of the methods of myself and others which I have adopted with success; and here let me remark that success here is a first requisite for success in the entire work of the school.

Who has not an image of the average rural "temple of learning" in his mind—a dim, barren, and cheerless place indeed? This will not interest nor attract your pupils; therefore as your first step you must DECORATE.

"I can't, for it would be too expensive," murmurs some Mr. Faintheart, who deserves to stick in the slough of despond during his natural life. True the poor pedagogue is not, as a rule, blessed with a superabundance of the "root of all evil," but then I'LL TRY can accomplish wonders.

Evergreens go a long way in the good work. Explain to your pupils that this is *their* house, erected for their especial benefit, and you desire them to bring some evergreens to make it more pleasant, and next morning they will come laden with branches of fir, pine, and cedar.

Don't undertake to do this alone, but call in the children to aid you. This itself is of prime importance. You must have them interested in the work. Call their attention to the fresh appearance imparted to the room, and the grateful, spicy odor pervading the apartment. So far, so good; but this is not enough. In these days of cheap pictures every teacher should own two or three good large chromos. They will last you many terms of school, and if judiciously chosen will brighten the dull old room wonderfully, and at the same time will develop the natural latent love of *art and the beautiful* in your pupils. Ask each family represented to loan at least one nice picture for the

term. Simple woodcuts, cheaply framed, produce a very pleasing effect if nestled above the cluster of evergreen over your windows. Colored crayons cost but a trifle, and your programme nicely sketched on two sheets of unprinted newspaper and hung one on either side of the desk are nice. They will last if bound by pasting strips of muslin around the edges.

Of course map drawing is taught in your school. Offer to place some extra nice piece of work on the wall as a decoration, and then notice the increase in excellence of your pupils' work in this branch. (In parenthesis we will say that we do wish the elements of general drawing were also taught in our schools.)

But those horrid windows! The fly specks, the grim spider-webs they disclose, and the unmitigated glare of sunshine they pour in. No wonder pupils attend irregularly. I would not desire to attend school were I compelled to sit and study in such a blinding sun. By all means wash off that horrid dirt, shut out that superfluous sunshine and add to the cheer of your rooms. Very nice printed and plain cottons for this purpose can be procured at a cost of ten cents or less per yard. You may purchase them yourself and carry them from place to place as you do your pictures; but a better plan would be to lay the matter before your trustee, and if he refuses, as he will sometimes do, go to your patrons and get them to subscribe a dime or a quarter as they may desire, and the matter of expense is soon met.

By this time your room will look very nice compared to what it did. Little shelves placed above the reach of the smaller children, to serve as cabinets for collections of botanical and other specimens are excellent.

To be sure this is not all. Many *little* things will suggest themselves to your mind for the good work when once begun. I have not spoken before (because I almost considered it unnecessary) of cleanliness. Your stove will be polished, your floor always swept clean, your desks neatly dusted, and stray cobwebs brushed away at all times.

In the work which I have thus rudely sketched you must secure the aid and co-operation of your pupils. They *must* be made to look upon it as their own.

True teaching consists not in mere text-book recitations, but in developing all the better qualities of human nature; and how much better done when you are setting a constant example of.

beauty, neatness, and adaptation of means to end before your pupils? "Labor for the beautiful and the good," was the motto of an excellent instructor whom I once knew, and I wish all our teachers were impelled by the same motive.

The children will talk of your work at home you may be sure, and drawn perhaps by curiosity the parents will "drop in," and thus you will overcome another drawback to regular attendance. A teacher following this course will leave his mark in the homes and door-yards of his "district" for years. He has not educated the children only, but the fathers and mothers as well. And let me whisper this to you: It pays—pays you financially.

In company with others I was once visiting a very nice little district school-house. Noting the neatness of the room an old farmer said that they had a nice house, and intended getting teachers who would keep it nice.

Teachers, decorate your rooms; interest your pupils in your work, and children will flock to you, and stay with you.

MORAL TRAINING.

JOHN BRIGHT heartily believes—like every other good and manly man—that moral teaching is as much a part of education as the three R's. "Education," he said the other day, "is not even classics and mathematics, of which in my day, when I was young, I knew nothing, and of which I have not acquired any knowledge since. I regard what are called classics, that is, the ancient languages of Greece and Rome, as rather luxuries than anything else. I do not myself believe that there is anything in the way of wisdom which is to be attained in any of the books of the old languages which at this moment may not be equally attained in books of our own literature. Therefore, I think a man may be as great, as good, and as wise a man, knowing only his own language and the wisdom that is enshrined in it, as if he knew all the Latin and Greek books that had ever been written. I think, with regard to teachers, they have two entirely different branches of labor. They have that of instructing their pupils from books, and they have that of instructing them from their own conduct and their own manners. You want

to teach a child to be gentle—and I must say that is better than book learning—not that gentleness that is weakness, for there is perfect gentleness which is combined with great force. You want gentleness, you want humanity. Humanity to animals is one point. If I were a teacher of a school, I would make it a very important part of my business to imbue every boy and girl with the duty of being kind to all animals. It is impossible to say how much evil there is in the world from the barbarity and unkindness which people show to what we call the inferior creatures. Then there is the quality of unselfishness. Selfishness in families is the cause of misery and the cause of great injustice. Unselfishness and a love of justice—these are qualities which come if you offer them to the young person's mind. Their very nature makes them that they can not receive it except with liking and approbation. And I have no doubt that it is possible for the teachers in the elementary schools of Birmingham, during the next ten years or so, during which they will have two or three generations of children under their care, so to impress their minds on these subjects that twenty years hence it will be seen and felt over the whole town that there is an improvement in these respects in the general population. (Applause.) There are things which I think it behooves the teachers in these schools to bear in mind. They can not possibly have too high a sense of the responsibilities of their position and of their duties.”—*Tribune.*

EXAMPLE.—As I was visiting a school, not long ago, the teacher gave me a parcel of writing-books to examine. In one of the copies I noticed a slight mistake. It consisted in but a single letter. The copy was designed to be thus: “Good that comes too late is good for nothing.” The mistake was in the little word too, which was written with a single o, whereas it being an adverb in that connection, there should have been two, as above. On calling the attention of the teacher to it, she at once recognized the error; but it was too late, for the whole page had been written, and all the way down the mistake had been copied. It appeared in every line from top to bottom. I was thus forcibly reminded of the influence of example. A bad

example in a parent is often copied by the children. They do as the parent has done. All their lives long, from childhood up to old age, they copy his mistakes. And serious ones they oftentimes are. The mistake in the copy, to which we have alluded, was trivial. No harm could result. But when a parent exhibits in his daily life some great fault, and the child copies it into his own life, the results are often greatly injurious. They result in serious harm to the child. And oftentimes the fault is copied, not by one generation merely, but by several. It descends to children's children. No parent, therefore, can look too carefully to his example. He should strive to be what his children should be, and what their best good, both for this world and the world to come, requires that they should be.—*Selected.*

"I DON'T CARE."

WASHINGTON HASBROUCK, PH. D.,
Principal N. J. State Normal School, Trenton, N. J.

(TO BE READ TO THE SCHOOL.)

"**I DON'T CARE!**" How often we hear young people say this! My young friend, you ought to *care*—aye, you will care, perhaps, when it is too late. "*Don't care*" has ruined thousands. It has filled jails, and almshouses, and murderers' graves; it has wrung the hearts of parents, and brought deep blushes to a sister's cheeks; it has broken down many a young man who has started out in life with the brightest prospects of success, but who has too often said, "*I don't care!*"

Be careful how you allow yourself to utter these words. Some years ago there was a bright, talented boy coming late out of school. He had been kept in by his teacher for bad conduct. As he stepped into the street, a friend of his—a noble man, and one who always delighted in helping boys—said to him: "I am very sorry to see you coming out of school so late." The boy replied, in a careless, ungentlemanly way, "*I don't care!*"

Now, remember, that I was intimately acquainted with this lad. I knew his father and mother. They were excellent people, and denied themselves many things that they might give

their son the advantages of a good education. This boy was talented—no one in school more so. He could stand at the head of his classes whenever he tried to, but he *didn't care*.

This spirit of "*I don't care*" grew upon him, and, at last, his father took him out of school and put him into a store. But he failed there, for he *didn't care* whether he pleased his employer and customers or not. After remaining in the store a short time he was dismissed. *He didn't care*, but father, and mother, and sister *cared*, for they shed many tears on account of his failure.

Some time after this I saw him driving a dirt-cart, in trowsers, and shirt, and barefoot; but he *didn't care*.

For several years I did not hear anything from him. One day I ascertained that he had shipped as a common sailor, for a foreign port; but on shipboard, as everywhere else, he *didn't care*, and when the vessel reached her harbor, the captain kicked him off the ship. After wandering about a few months on a foreign shore, he died of a fever, and lies buried thousands of miles from home. Upon his tombstone, truthfully might be engraved these words:

"Here lies a once noble, talented boy, who came to an untimely grave because he *didn't care*!"—*Golden Days*.

RULE TO FIND THE DAY OF THE WEEK ON WHICH ANY GIVEN DATE WILL OCCUR.—Divide the year by 4, and if a remainder occur throw it away. Add the quotient to the year, and divide this sum by 7.

In years from 1700 to 1800, subtract the remainder from 7. From 1800 to 1900, subtract the remainder from 8. From 1900 to 2000, subtract the remainder, if any, from 9.

The letter corresponding with this remainder will be the Sunday (or Dominical) Letter for the year. Thus:

A.	B.	C.	D.	E.	F.	G.	} Scale No. 1.
1.	2.	3.	4.	5.	6.	7.	
At (Jan.)	Dover (Feb.)	Dwells (Mar.)	George (Apr.)	Brown (May.)	Esq. (June.)		} Scale No. 2.
Good (July.)	Carlos (Aug.)	Finch (Sept.)	And (Oct.)	David (Nov.)	Pryar. (Dec.)		

From Scale No. 2 learn the Dominical Letters for each month of the year; then reckon from the Sunday letter in Scale No. 1 corresponding with the last remainder, count in the order of the days of the week to the letter representing the particular month for which you are making the calculation. This will give the day of the week on which the month begins, from which any other date may be readily found.

For leap year, find the letter in the usual way. This will be the letter for the last ten months of the year, and the next letter succeeding in Scale No. 1 will be the letter for Jan. and Feb.

Example.—On what day of the week was Independence declared?

$$4) 1776$$

$$\underline{444}$$

$$7) 2220 \ 7$$

$$\underline{317+1} \quad G\text{—For Jan. and Feb.}$$

6—F, in Scale No. 1, Sunday.

The Dominical Letter for July being G, the month came in on Monday. The 4th would occur on Thursday.

WATCHING ONE'S BLOOD.

AN INGENIOUS METHOD BY WHICH THE CIRCULATION OF THE BLOOD CAN BE OBSERVED.

AN ingenious method has just been devised for actually observing the circulation of the blood in man. Hitherto, except in the case of Purkinje's experiment, in which an observer can see the circulation in his own retinal blood vessels, the evidence of circulation in the human subject has been entirely circumstantial, derived from the facts of structure of the circulatory organs, and from the manner in which the blood flows from severed arteries and veins. But by means of a simple arrangement, invented by Dr. C. Huter, of Griefswald, it is now possible to witness the actual flow of blood in the blood vessels of another person, and that with sufficient accuracy to detect any abnormality in the

circulation, and so to obtain invaluable assistance in the diagnosis of disease.

In Dr. Huter's arrangement the patient's head is fixed in a frame, something like that used by photographers, on which is a contrivance for supporting a microscope and lamp. The lower lip is drawn out and fixed by means of clips on the stage of the microscope, with its inner surface upwards; a strong light is thrown on this surface by a condenser, and the microscope, provided with a low-power objective, is brought to bear upon the delicate network of vessels, which can be seen in the position indicated, even with the naked eye.

The appearance presented is, at first, as if the vessels were filled with red injection. But by focusing a small superficial vessel, the observer is soon able to distinguish the movement of the bloodstream, rendered evident by the speck-like red corpuscles, the flow of which, in the cork-screw like capillaries, is said by Huter to be especially beautiful. The colorless corpuscles are distinguishable as minute white specks, occurring now and again in the course of the red stream. Besides the phenomena of the circulation, the cells of pavement-epithelium lining the lip, and their nuclei, can readily be distinguished as well as the apertures of the mucous glands.

Besides the normal circulation, various pathological conditions can be observed. By a pressure quite insufficient to cause pain, the phenomena of blood, stagnation—the stoppage of the flow and the gradual change in the color of the blood from bright red to purple—are seen. A momentary stoppage is also produced by touching the lip with ice, a more enduring stasis by certain reagents, such as glycerine or ammonia.

Huter states that he has already proved the great use of "cheloangiopsy," as he calls the new process, in his medical practice. The variation in the blood-flow and in the diameter of the vessels, the crowding together of the corpuscles, the increase in number of the white corpuscles, occurring in certain diseases, all these may be observed readily and exactly. It will, indeed, be at once observed how great is the importance of a method like this, by which an actual observation of the circulation is made possible, especially when it is borne in mind that even the rough-and-ready method of feeling the pulse affords a valuable indication of the state of health.—*Nineteenth Century*.

OPPOSITE EXAMPLES.

HORACE MANN.

I ASK the young man who is just forming his habits of life, or just beginning to indulge those habitual trains of thought out of which habits grow, to look around him, and mark the examples whose fortunes he would covet, or whose fate he would abhor. Even as we walk the streets, we meet with exhibitions of each extreme. Here, behold a patriarch, whose stock of vigor three-score years and ten seem hardly to have impaired. His erect form, his firm step, his elastic limbs, and undimmed senses, are so many certificates of good conduct; or rather, so many jewels and orders of nobility with which nature has honored him for his fidelity to her laws. His fair complexion shows that his blood has never been corrupted; his pure breath, that he has never yielded his digestive apparatus to abuse; his exact language and keen apprehension, that his brain has never been drugged or stupefied by the poisons of distiller or tobacconist. Enjoying his appetites to the highest, he has preserved the power of enjoying them. As he drains the cup of life, there are no lees at the bottom. His organs will reach the goal of existence together. Painlessly as a candle burns down in its socket, so will he expire; and a little imagination would convert him into another Enoch, translated from earth to a better world without the sting of death.

But look at an opposite extreme, where an opposite history is recorded. What wreck so shocking to behold as the wreck of a dissolute man;—the vigor of life exhausted, and yet the first steps in an honorable career not taken; in himself a lazarus-house of diseases; dead, but, by a heathenish custom of society, unburied! Rogues have had the initial letter of their title burnt into the palms of their hands; even for murder, Cain was only branded on the forehead; but over the whole person of the debauchee or the inebriate, the signatures of infamy are written. How nature brands him with stigma and opprobrium. How she hangs labels all over him, to testify her disgust at his existence, and to admonish others to beware of his example! How she loosens all his joints, sends tremors along his muscles, and bends forward his frame, as if to bring him upon all-fours with kindred

brutes, or to degrade him to the reptile's crawling! How she disfigures his countenance, as if intent upon obliterating all traces of her own image, so that she may swear she never made him! How she pours rheum over his eyes, sends foul spirits to inhabit his breath, and shrieks, as with a trumpet, from every pore of his body, "Behold a beast!" Such a man may be seen in the streets of our cities every day; if rich enough, he may be found in the saloons, and at the tables of the "upper ten;" but surely, to every man of purity and honor, to every man whose wisdom as well as whose heart is unblemished, the wretch who comes cropped and bleeding from the pillory, and redolent with its appropriate perfumes, would be a guest or a companion far less offensive and disgusting.

Now let the young man, rejoicing in his manly proportions, and in his comeliness, look on *this* picture, and on *this*, and then say, after the likeness of which model he intends his own erect stature and sublime countenance shall be configured.

THE ENGLISH SCHOOLS.—The passage of the English National Schools act in 1870 had the unanticipated result of awakening a greatly increased interest in the establishment of voluntary schools under the auspices of the Established Church. By the last report of the National Society, the representative of the Church in this matter, it appears that the day-schools of the Church now provide for the education of nearly 2,200,000 children, and that its provision of school accommodation and the number of children educated in its schools are both three times as great as those of all the Board or secular schools in the kingdom. The provision of accommodation has been increased 65,000 places during the past year, and the average attendance 59,000 net. Since 1870, when the act went into operation, the total increase has been: in accommodation, 806,559 places; in average attendance, 428,707; in the number on the rolls, 650,000. The subscriptions for the support of the schools have risen in the same time from \$1,649,225 to \$3,100,170. The National Society has, with the aid of the Society for the Promotion of Christian Knowledge, this year enlarged one of its training schools and established another. The whole number of Church of England training colleges is now thirty to eleven of all other denominations.—*Exchange*.

• **TO TEACH IS TO ENABLE THE LEARNER TO DO.**—A child is not taught when it can merely repeat something, but only when it can do something. The development of the pupil's faculties and their discipline, that is, the placing them completely under his control, are the prime aims in teaching. Teaching does not do the work for the pupil. It provides work, opens out ways of doing it, and presents proper inducements to the pupil to address himself to it. An artisan does not do the work for his apprentice; but he shows him how to do it, sees that it is done, and that it is done rightly.

There are, so-called modes of instruction, by which the mind is filled, not formed; in which it is simply a receptacle, not an active agent. But children's heads are not hollow spheres to be crammed. They are filled with brains that have to be moulded and invigorated by proper exercise. He is the best instructor, not who fills the head in the shortest time, but who gives greatest power in that time. It thus appears that while it is very important what we teach, it is much more so how we teach.—*Manual for Teachers.*

CORPORAL PUNISHMENT.—Corporal punishment is to be avoided, if possible. A teacher can generally devise other means of punishment, that give time for reflection, excite less resentment, and produce better results in every respect. But, if corporal punishment is inflicted, by all means let it be after school, and not before the other scholars. The offense can be talked over calmly, and in a large number of cases the preceptor will either not use the rod or will find the pupil so softened and will be so tenderly disposed himself that he will punish but lightly, in a manner that before the school would have seemed trifling. When the scholar is beaten before the school, his sense of mortification and indignation renders him quite incapable of indulging any wholesome repentance of his wrong doing. It has a brutalizing effect on him and on the scholars, especially on the very ones for whom the example was intended, who are so full of sympathy for him that they quite forget or palliate his fault, and transfer their condemnation from the guilty scholar to the one who deals the blows.—*Practical Teacher.*

COMMENTARY ON THE SCHOOL LAW OF INDIANA.

ON THE LEVYING OF SCHOOL TAXES.

Concluded.

3. *The Levy in Incorporated Towns.*—It is claimed that paragraph 17 of an act of the Legislature, approved March 31, 1879, gives the civil authorities of incorporated towns exclusive power to levy taxes for special school purposes in such incorporated towns. This can not be so.

If the power to levy a tax for building purposes was vested exclusively in the civil authorities of incorporated towns, and not in the school authorities, the school authorities might be rendered powerless to carry out the provisions of section 10 of the general school law by failure of the civil authorities to make the necessary levies. The civil authorities are not bound to build these school houses, and the provision authorizing the levy of a tax for such purposes is permissive, and not mandatory. There is no power by which they can be compelled to levy the tax. The State having provided a tuition revenue for the benefit of its children, it could not, with any regard to the theory of the schools laid down in the constitution, leave it to the option of the local authorities to provide school houses or not, as they saw fit.

The school trustees are compelled by section 10 of the school law to erect school houses. We repeat that the general principle—that when officers are required to perform certain duties, all the powers necessary to the performance of these duties are granted them—is applicable in this case.

The act from which paragraph 17, above quoted, is taken, has no repealing clause, and hence does not specifically repeal section 12 of the act of March 6, 1865. The provision of paragraph 17 is also not in conflict with section 12 of the act of March 6, 1865, and hence does not repeal it by implication. Whatever power is conferred upon the authorities of an incorporated town by paragraph 17 is therefore co-ordinate power, not exclusive.

The Legislature has unquestionably left the power to levy the special school taxes in all the townships and all the cities in the State to the school officers thereof. It certainly would not intentionally make an exception in the case of the school officers of towns. Paragraph 17 was part of an act of the Legislature, approved June 11, 1852, and was accidentally reaffirmed in 1879, in an attempt to amend section 22 of that act. It must be regarded as an accident of legislation, and inasmuch as its provisions are merely permissive, and not mandatory, and inasmuch as the power conferred by it upon civil authorities of towns to levy a tax to build school houses is contrary to the general theory of the school, and conflicts with the harmony and spirit of the school law, and would produce confusion, it should never be exercised.

I quote an opinion of the Attorney General upon this point, as follows:

"There can be no doubt but that the special tax authorized to be levied by section 12 of the act approved March 6, 1865, is to be levied by the trustee of the school township, or by the trustees for school purposes appointed by towns and cities."—WOOLLEN, Att'y Gen'l.

4. *The Local Tuition Tax.*—The tax mentioned in the act approved March 9, 1867, has been spoken of as the local tuition tax, although there is nothing in the law which requires the proceeds of it to be used for tuition purposes. The intention probably was that it should be used for tuition purposes. It can be levied by township trustees at their own discretion. Thus the township trustees have the power to levy the 50 cent tax spoken of in section 12 of the general school law, and the 25 cent tax spoken of in the act of March 9, 1867. But this special tax of 25 cents can not be levied by the school trustees of towns and cities. If such trustees of towns and cities desire such a tax to be levied, they should petition the city council or the civil trustee of the town to make a levy of 25 cents, or any part thereof that may be needed. The common council or the board of civil trustees may grant or refuse such petition. If they grant the petition they should pass a resolution ordering the county auditor to place such levy on the county duplicate. If such resolution is served on the county auditor in due season he can not legally refuse to make the levy. It will be observed that this tax is to be assessed as the taxes for state and county revenues are assessed and collected. Such tax must, therefore, not be placed upon the city or town duplicate, but upon the county duplicate, and must be collected by the county treasurer and paid over to the school trustees of the different corporations, upon warrant of the county auditor, as other special school revenues are paid over. This tax must be extended to the property of persons transferred the same as other special taxes.—See chapter on Transfers.

5. *School Bonds.*—The bonds spoken of in the act approved March 8, 1873, can not be issued by school trustees of either incorporated towns or cities. They must be issued and disposed of by the city council or by the civil trustees of the town. When they are sold, the proceeds must be delivered to the school trustees of the town or city. The bond required of the school trustees in section 2 of this act, is a bond additional to the one required in section 5 of the school law. This bond may be a joint bond, equal in amount to the proceeds turned over to the trustees, but the trustees must be severally bound for the entire amount.

The school trustees have not the right by the act of March 8, 1873, to levy a tax for the purpose of paying the interest and principal of such bonds. It is the duty of the city council or the civil trustees of the town to levy a tax for the payment of the interest and principal of such bonds, when issued by act of March 3, 1877, as amended March 31, 1879.

The school trustees of towns and cities are required to pay to the common councils of cities, or to the civil trustees of towns any surplus special school revenue such school trustees may have after paying all current expenses of the schools, for the purpose of paying the interest or principal of such bonds when they have been issued. When such bonds have been issued the city council or the civil trustees

of the town may extend the tax when it is levied for the payment of principal or interest of such bonds to the property of persons transferred to the city or town for school purposes. The strict construction of the phraseology of the law would permit such a levy to be extended to such property only of such transferred persons which was found in the township within which the town or city is situated, but the evident intention was that this tax be extended to the property of transferred persons within the township in which such persons live.

For further information concerning the extension of taxation to the property of transferred persons, see the chapter on Transfers.

VII.

THE LOCATION OF SCHOOLS.

THE LAW.

SEC. 10. The trustees * * * shall establish and locate, conveniently, a suitable number of schools for the education of the children therein. * *

SEC. 157. The title to all lands acquired for school purposes shall be conveyed to the township, incorporated town or city, for which it is acquired, in the corporate name of such township, town or city, which is used for school purposes, for the use of common schools therein. In all cases in which the title to any such land is vested in another person or corporation, than as above provided, it shall be the duty of [the] trustee, for school purposes of the township, town or city, to procure the title to be vested as above, in this section provided.

SEC. 149. The proper trustee may, whenever a school house shall have been removed to a different location, or a new one erected for the school in a different place, if the land whereon the same is situated belongs unconditionally to the township, town or city, sell the same when, in his opinion, it is advantageous to the township, town or city, so to do, for the highest price that can be obtained therefor; and upon the payment of the purchase money (to the township, town or city treasurer, he shall execute to the purchaser) a deed of conveyance, which shall be sufficient to vest in such purchaser all the title of such township, town or city thereto. The money derived from such sales shall be a part of the special school revenue.

SEC. 150. When any officer authorized to sell school lands shall have sold any lands without a title thereto, such officer, or his successor in office, may convey such other lands of equal value as may be agreed upon by such officer and the purchaser, his heirs, or assigns; or failing to make such agreement [the purchase money with interest shall be repaid to] the purchasers, his heirs, executors, administrators or assigns; but no such purchase money shall be thus repaid until the proper prosecuting and District attorney shall have investigated the fact of the case, and certified to the correctness of the claim.

SEC. 26. The voters at school meetings may hold other school meetings at any time, upon the call of the director or any five voters. * * * Such school meetings shall have power * * * to petition the township trustee for the removal of their school house to a more convenient location * * *

* : *Provided*, That nothing herein contained shall prevent the trustee from exercising a sound discretion as to the propriety or expediency of making such repairs, removing or erecting school houses, and the cost thereof.

SEC. 27. When such meetings shall petition the trustee in regard to * * * removal * * * of a school house, they shall also furnish to such trustee an estimate of the probable cost of such * * * removal * * *

COMMENTS.

1. *Powers of City and Town Trustees.*—The right of the school trustees in cities and towns to locate their school buildings without reference to any action of the people of such cities and towns is quite clear. Such trustees may act upon a petition if they see fit to do so, but they are not obliged to act upon a petition.

2. *Power of School Trustees in Townships.*—Although a school meeting has the right to petition a school trustee of a township in regard to the location of a school house, etc., the trustee has the undoubted right to locate or remove a school house without such a petition. Indeed it is his duty to do so whenever he believes the interests of the school demand such location or removal. In the case of *Crist v. Brownsville Township*, 10 Ind. 461, it was held that it was the duty of the trustee to act in such cases upon his own motion. The people have the undoubted right to remonstrate against the action or proposed action of the trustee, and if the trustee refuse to comply with the wishes of a majority of the patrons of the school thus expressed, the case may be appealed to the county superintendent.

The action of a school meeting petitioning the trustee to locate or remove a school house does not bind the trustee. He may act in accordance with the petition or he may refuse so to act. If the trustee refuses to grant the prayer of the petitioners the law provides for an appeal to the county superintendent.—See chapter on Appeals.

A trustee may legally act upon a petition as well as upon the action of the voters at a school meeting. Upon this point I quote the Supreme Court in a decision upon a case based upon an old law, the terms of which are similar to the terms the present law, viz:

"The inhabitants of a school township, at their regular school meeting, have a right 'to memorialize in reference to the removal or erection of school houses, and upon any other subject connected with their school township.' But that right is not by the statute made exclusive, and hence the trustee may, in our opinion, legally act upon a petition presented to him by persons who are inhabitants of the school township, though it did not originate at such regular meetings."—*Trager, Trustee, v. State ex rel. Goudie*, 21 Ind. 317.

3. *Trustees can not be Compelled to Locate at a Particular Place.*—Although the people have the right to petition the trustee in regard to the location of a house, and if he refuse to act in accordance therewith, to appeal to the county superintendent, a trustee can not be compelled to erect a school house upon a lot not yet deeded to the township. Indeed the Supreme Court does not seem to regard the action of the county superintendent on appeal as a finality. The following is an abstract of an opinion on the subject:

"SCHOOL-HOUSE—*Location of—Mandate.*—A township trustee can not by mandate be required to locate and build a school house on land that does not belong to the township, notwithstanding the county examiner, on an appeal from his decision, has rendered a judgment requiring him to erect school house on said land.

SAME—It is not enough that a petition by certain inhabitants of the proper school district to the trustee, praying for such location and building, states that the land will be deeded to the township on the acceptance of the location by the trustee and his order to build.

SAME—A township trustee has power to change the location of a school house after it has been established by the school examiner, on an appeal to him from the decision of a trustee. * * *

The question proposed by this paragraph is, whether a township trustee can change the location of a school house after it has been established by the school examiner, on appeal to him from the decision of the trustee. We think he can. By section 10 of the school law, 3 Ind. Stat. 443, it is made the duty of trustees, among other things, to "establish and locate, conveniently, a sufficient number of schools, * * * and build or otherwise provide suitable houses," etc.

By section 26 school meetings are authorized "to petition the township trustee for the removal of their school house to a more convenient location," etc., but it is provided that nothing therein contained shall prevent the trustee from exercising a sound discretion as to the propriety or expediency of making such removal.

Section 164 of the act authorizes an appeal from the trustee to the school examiner, and the decision of the examiner upon all local questions relating to the legality of school meetings, establishment of schools, and the location, building, repair, or removal of school houses, is made final.

The decision of the examiner is, doubtless, final so far as the particular case before him is concerned. But when the examiner, upon a case appealed to him, has established the location of a school house, is that location to be forever thereafter permanent? Is there no power left in the trustee, for it must be in him if in any one, to subsequently change the location, in order to meet the varying wants of the district? We must hold that the location thus made by the examiner shall forever remain unalterably fixed, or that it may be subsequently changed by the trustee. If it may be changed by the trustee at all, it may be done at any time after the action of the examiner. Mere lapse of time, whether long or short, can not affect the question. As before observed, we think it clear that the trustee can make the change. Doubtless his action in doing so is subject to an appeal again to the examiner; and it is objected that this construction, instead of fixing the locality of the school house, will keep it vibrating, like a pendulum, between the places respectively selected by the trustee and examiner. This is one of the evils that may be remedied either by some change in the law, or by the selection of officers that will act in some degree harmoniously.

In the case before us, if the trustee had granted the original petition, there can be no doubt that he might subsequently have changed the location of the house; and it seems to us just as clear that he had the same right to change it, though established by the examiner on appeal. We may further remark that from the allegations of the answer, the change seems to have been judiciously and properly made. The paragraph of the answer we have been considering was good, and the demurrer to it should have been overruled."—44 Ind. 323, 328, 329.

I also give in full the opinion of the Supreme Court in the later case of *The State ex rel. Evans v. Mewhinney, School Trustee*, 66 Ind. 397 :

"BIDDLE, J.—Complaint by appellant, against the appellee, school trustee of Sand Creek township, in Decatur county. Demurrer, for want of facts, overruled to complaint. Answer, general denial, and special paragraph. Demurrer to special paragraph, for want of facts, overruled. Exceptions reserved on both rulings.

We thus summarily state the pleadings, as we shall examine the case on the facts, which will substantially show the averments in the special paragraph of answer. Trial by the court, and finding for the appellee. Appeal.

On the 17th day of March, 1877, certain resident citizens and taxpayers petitioned the appellee, as school trustee, to establish a certain school district, and build a school house therein, upon which petition he established school district number nine, located the school house, and contracted for its building. From this decision of the trustee, the relator appealed to the county superintendent, who affirmed the decision as to the establishment of the school district and the building of the school house, but refused to affirm it as the location of the school house.

On the 1st day of October, 1877, other resident citizens and taxpayers petitioned the appellee, as such trustee, to locate the school house at a particular place described which had been suggested in the decision of the county superintendent. The appellee refused to locate the school house at the place described in the petition. From this decision, an appeal was taken to the county superintendent, and the decision reversed. On the 1st day of November, 1877, the appellee, a school trustee, located the school house on certain other described lands purchased by the school township for the purpose, which location is about one hundred and fifty yards from the first location made by said township trustee, and, on appeal, disapproved by the county superintendent, and proceeded to build the school house thereon.

The present complaint is brought to perpetually enjoin the building of the school house on the last mentioned location, and for other relief. The facts proved on the trial, as above stated, are substantially the same as those averred in the second paragraph of answer.

In this court, errors are assigned, under which it is contended by the appellant, that, under section 164 of the common school act, the decision of the county superintendent on the first appeal was final, and that the township trustee could not relocate the school house on the same place, nor within one hundred and fifty yards of it, which he insists is practically at the same place. He also contends that the school house should be built where the county superintendent directed it to be located upon the second appeal, and where the township trustee had refused to locate it, and that that decision was also final.

We can not approve of this view of the statute. Section 10 of the common school act, 1 R. S. 1876, p.782, declares that:

"The trustees shall take charge of the educational affairs of their respective townships, towns and cities, employ teachers, and shall establish and locate, conveniently, a sufficient number of schools for the education of the white children therein, and build or otherwise provide suitable houses, furniture, apparatus, and other articles and

educational appliances necessary for the thorough organization and efficient management of said schools."

Section 26, 1 R. S. 1876, p. 787, declares, as does also section 164, 1 R. S. 1876, p. 814, that the decision of the county superintendent, on appeal from the township trustee, shall be final; yet the concluding proviso of section 26 declares:

"That nothing herein contained shall prevent the trustee from exercising a sound discretion as to the propriety or expediency of making such repairs, removing or erecting school houses, and the cost thereof."

It may be that an appeal from the trustee to the superintendent, disapproving the location of a school house by the trustee at a particular place, and at that time, is final, as in the first appeal stated in this case; yet we can not hold that the relocation of the school house one hundred and fifty yards away from the first location is any violation of the superintendent's decision. Such a distance, for any thing this record shows us, might have removed all the objections made by the superintendent to the first location. But to hold the second decision of the superintendent, directing the trustee to locate the school house at a particular place, final, would be directly against section 10, and the proviso in section 26, which entrust the location of a school house to the discretion of the trustee; nor can we find any authority in the act authorizing the county superintendent to make such a decision, or in any way interfere, affirmatively, with the trustee in selecting a location for a school house. It would be against the scope and purpose of the school law to hold, that, when a school house is once located by the decision of the county superintendent at a particular place, it must remain there for all time; nor can we hold that the decision of the county superintendent refusing to locate a school house at a given point would forever prevent its location there, if the interests of the township in its advancement should afterwards require it.—*Koonts v. The State ex rel.*, 44 Ind. 323. The judgment is affirmed at the costs of the relator."

An opinion of one of my predecessors on this subject is as follows:

"The provisions of section 10 of our school law are broad. It provides that the trustee 'shall establish and locate, conveniently, a sufficient number of schools for the education of the white children therein, and build or otherwise provide suitable houses, etc., necessary for the thorough organization and efficient management of said schools.' That the trustee must determine the number of school houses, and consequently, the number of districts that are necessary for the accommodation of the schools of his township is clear. But has he the right to determine this independent of the expressed wish of the people?

The voters of the district, by the express words of the law—sec. 26—have *the right* to petition the trustee upon all questions connected with their school. This is a right which they can exercise or not, at pleasure, and the law does not require the trustee to wait until petitioned before acting on any matter connected with the establishment of schools or the location of buildings and repair of school houses. The very fact that the proviso following, in section 26, provides 'that nothing herein contained shall prevent the trustee from exercising a sound discretion as to the expediency or propriety' of granting the

prayer of the petition, is, of itself, conclusive evidence that not only does the petition not bind him, but also, that he is not required to obtain the expressed wish of the people before acting.

But the law provides if any one feels aggrieved by the action of the trustee, an appeal can be taken to the county superintendent, whose decision shall be final. I am of the opinion that a trustee can locate a school district without obtaining the expressed wish of the people, or independent of their wish; subject, however, to the right of an appeal to the county superintendent on their part, and to his responsibility to locate conveniently a school to the people of the district. What would be considered a reasonable distance would depend, in a great degree, upon the character of the roads, etc."

4. *Trustee must not Build outside of his Corporation.*—A school house may be located near the boundary line in township A. A majority of the persons attached to the school may, however, live within the civil corporation B, having been transferred to corporation A. In such a case a trustee should not build a house outside of his own civil corporation, even though a majority of the persons attached to the district petition him to do so. He should not comply even though the county superintendent directs him to do so on appeal.

5. *On Partnerships in Building School Houses.*—Can a township trustee in partnership with other parties build a school house? This question was answered by a former Superintendent as follows:

"I do not think the law authorizes a trustee to invest township funds in a joint stock company for the construction of a school house. But he may, having a deed for the land on which the school house stands (see section 157 school law), build one or more rooms or stories permitting other parties or a joint-stock company to build additional rooms or stories thereto, upon such conditions as will secure the protection and right use of that part owned by the township."

6. *Concerning School Sites.*—The selection of a site for a school house should be made with reference to two things, healthfulness and convenience. The first is of more importance than the second. It is of but little use to cultivate the mind and impart useful knowledge, if by doing so the physical system is broken down. A sound body is as essential to success in life as a sound mind. It is therefore the duty of school officers to give great attention to hygienic principles in locating and building school houses. Other things being equal, the pleasantest and most healthful location should be selected as the site. In some instances I find that the trustee has taken the meanest location in the entire neighborhood for a school house, simply because it is mean and cheap. This is supposed to be in the interest of economy. It is a piece of foolish, wasteful extravagance. I can point to a district where this criminal negligence of duty has been indulged to such an extent that the money wasted by loss of time and by unnecessary doctors' bills, caused by sickness directly traceable to the poor location of the school house, would amount to enough in two years to buy the best site in the neighborhood. I am sure that this same statement can be truthfully made with reference to other school districts. Many things must be taken into consideration in order to secure a convenient location. The distribution of the children over the district, the condition of the roads, the location of the streams and bridges, as well as the future growth of the district, must be duly regarded. Under ordinary cir-

cumstances a mile and a half is as far as a young child ought to walk to school, but in populous townships children need not be required to walk so far. This is a matter about which no specific rules can be made, but it should be remembered that if schools are multiplied, other things being equal, they are decreased in efficiency, and that it is far better to walk two miles and find a good school in a healthful locality, than it is to walk a mile and find a poor school in an unhealthful one.

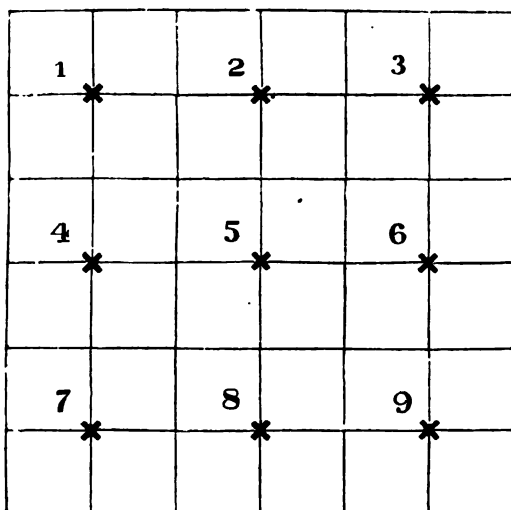
7. *Consolidation of Districts.*—I am satisfied that in many instances a consolidation of school districts in townships is very desirable. A consolidation and re-arrangement of school houses can be effected with or without a petition from the patrons, but any action in this respect is subject to appeal to the county superintendent.

8. *Temporary Consolidation.*—I take the following from my annual report in regard to temporary consolidation, believing it to be of importance to township trustees:

The consolidation of sparsely settled or small districts depends upon local conditions to such a degree that but few general suggestions can be made.

In a township containing thirty-six square miles, having roads upon all the section lines, nine houses can be so placed that no child need walk more than two miles, the average distance being one and one-twentieth miles. See diagram A, on which the houses are represented by a sign, thus, x.

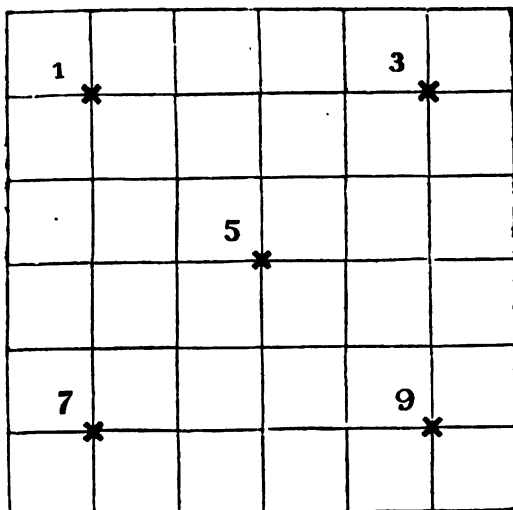
DIAGRAM A.



Houses should not, as a rule, be more widely separated than as is shown in the diagram. I think an arrangement can be made, however, by which a temporary consolidation of districts can be effected during the winter months, when the younger pupils do not attend the schools. Suppose, for example, that houses numbered 2,

4, 6, and 8 were not used during the winter and the pupils usually attached to them were temporarily distributed to the remaining houses. The houses in use would then be located as shown in diagram B.

DIAGRAM B.



If the pupils were equally distributed over the township, 24 per cent of them would, by this arrangement, have to walk less than a mile, 62 per cent. of them between one and two miles, and 14 per cent. of them between two and three miles, or, in other words, 86 per cent. of the children would walk less than two miles, and 14 per cent. between two and three miles, the average distance being one and four-tenths miles. The advantage of this temporary consolidation is obvious; for example, if in a township of nine school houses, arranged as in diagram A, schools were kept in session sixty days in the winter and forty days in the summer, and the teachers were paid two dollars per day, the amount would stand thus:

1. Nine school houses, each running 60 days in winter, at \$18 per day..... \$1,080
- Nine schools, each running 40 days in summer, at \$18 per day..... 720

Total tuition..... \$1,800

With five winter schools instead of nine, the account might be made up thus:

2. Five schools, each running 90 days, at \$10 per day..... \$ 900
- Nine schools, each running 50 days, at \$18 per day..... 900

Total tuition \$1,800

Or, it might be made up thus:

3. Five schools, each running 108 days, at \$10 per day \$1,080
- Nine schools, each running 40 days, at \$18 per day..... 720

Total tuition..... \$1,800

With either of the three arrangements, the tuition costs \$1,800. By the first, the older children have sixty days' school in winter, and the younger children forty days' school in summer, aggregating one hundred days. By the second, the older children have ninety days in winter, and the younger children fifty days in summer, aggregating one hundred and forty days. By the third, the older children have one hundred and eight days in winter, and the younger children forty days in summer, aggregating one hundred and forty-eight days. I think the trustees have the power to make this temporary consolidation without further legislation.

9. *Reversion of School Sites in certain cases.*—In case a piece of land is conveyed to a township on condition that it be perpetually used for school purposes, and a school house is built thereon, and the site is afterward abandoned for school purposes, the house and land will revert to the original owner of the land or his representatives, but the movables, as furniture, apparatus, etc., belong to the township, and may be taken away.

See the chapter on School Meetings.

EDITORIAL.

CORPORAL PUNISHMENT TROUBLE.

E. O. Vaile, formerly of the Woodward high school, Cincinnati, afterward editor of the Chicago Weekly, for the last year principal of the Clark school, Chicago, has recently gotten into serious trouble and lost his place. The facts, as we have learned them from two or three sources, are about as follows:

A boy who was rushing up stairs in a disorderly manner was ordered by his teacher to "try it over." He refused; was handed over to head assistant, whose dress and shins were seriously marred by the belligerent pupil. Being confined in a cloak-room he demolished a chair by beating it against the walls. He was handed over to Mr. Vaile, the principal. On the refusal of the boy to make any apologies or promises, Mr. Vaile applied the rattan in such a manner as to leave marks. The bull-headed father, assisted by the champion demagogue of the school board, have succeeded in having Mr. Vaile and the lady fined, and dismissed from their schools without a hearing.

Mr. Vaile may have acted hastily, but the fact that the boy still remained insolent and uncorrupted is proof that he did not get all that he deserved. The fact that the flesh of the boy was discolored does not prove that he was seriously injured; and the fact that he struck and kicked his lady teacher proves that he had been badly trained at home, and that one or both his parents ought to have been compelled to share his punishment with him. Parents are generally most to blame in such cases. The chief crime of Mr. V. and

his first assistant seems to have been the violation of a very foolish rule that forbids whipping until suspension has been tried.

When parents reach the point that they can govern their children at home without corporal punishment, they can with some consistency ask teachers to so govern them at school; and parents who *govern* their children at home need not fear that they will be punished at school.

STATE SUPERINTENDENT.

Both political parties have held their State Conventions and made their nominations for State Superintendent since our last issue, and teachers can begin to make up their minds as to the one for whom they will vote. A. C. Goodwin, of Charlestown, superintendent of Clark county, is the nominee of the Democratic party, and John M. Bloss, superintendent of the Evansville schools, is the Republican nominee.

PROF. SMART AND THE FOURTH TERM.—James H. Smart, the present incumbent, failed of a re-nomination on the score of "fourth term." He can congratulate himself on the fact that the only argument used against him was "he has already held the office three terms—one term longer than any other man of either party, and that is enough," and that his ability and high qualifications were not questioned. The argument is a good political one, but not a good educational one. The Journal can see no reason why political rotation should apply to the State Superintendent and not apply to county superintendents, and it has argued for years that in the choice of county superintendents politics should be wholly ignored, and that when a person was found who filled the office *well* he should be kept in it.

That Mr. Smart has made a good superintendent, and that he has done credit to the State at home and abroad will not be disputed by any one who knows the facts. That he is to go out of office is heartily regretted by many friends of education in all political parties. The Journal hopes that his successor, whoever he may be, may fill the office equally well. It promises its hearty co-operation to the winning man.

PROFESSIONAL COURTESY AMONG TEACHERS.

Occasionally we hear of a teacher who applies for a place which is already filled, and endeavors to secure a place for himself by displacing another. This same thing is sometimes done by superintendents: instances are known in which the applicant *underbid* the occupant, and thus secured the change.

There already exists a sentiment, which is quite general, that such things are not right. Doctors have certain rules of etiquette among themselves in regard to their practice which no high minded physician will disregard. Lawyers demand certain courtesies of each other in their practice, and a man who will

violate these unwritten laws soon loses the respect of honorable lawyers. In a similar way there should be a code of honor among teachers which no respectable teacher will violate.

The existing sentiment among teachers, named before, should be extended and strengthened. It should be so strong that no teacher or superintendent who claims respectable standing in his profession, would dare to secure a place or attempt to secure a place by crowding out or undermining, or under-bidding another person.

When a teacher or superintendent is looking for a place his first question should be, "*Is there a vacancy?*" If there is, all right. If not, then his mouth should be closed.

A superintendent was solicited by friends and a member of the school board to become an applicant for a position filled by a person who had held the place for several years (and as a matter of course had some enemies.) His answer was, "No, not under any consideration so long as Mr. ——— holds the place. When the board has settled the matter and declared the place vacant, then I shall be glad to talk to them on this subject."

Another superintendent was advised to apply for a certain place, and was told at the same time that the present incumbent was not very popular, and that a strong man could easily crowd him out and slip into his place. His answer was, "If I can only get a position by such a course, I will go to chopping wood for a living."

Let teachers apply the "golden rule" in this matter, and there will be no trouble.

HIGH SCHOOL COMMENCEMENTS.

Chicago has abolished high school commencements, but this is no reason why they should be dispensed with elsewhere. The Chicago school board is not a model in all things. Commencements have their uses and their abuses. So far as our acquaintance goes there is usually such a jam that there is little if any satisfaction in attending and listening, or trying to listen. This large attendance is usually attributed to the popularity of the schools, which is perhaps a partial explanation; but curiosity and a *free* admission attract many who have no real interest, and often those who cause no little trouble by their rude conduct. Who has not been outraged by the "cat-calls," "hisses," loud talking, and hallooing of rude persons on such occasions, who ought to have been arrested and placed in a calaboose?

There are objections to making such gatherings exclusive or to charging an admittance fee, and trouble has arisen in some places when such a course has been attempted. The best course to pursue is as yet an unsolved problem. The Journal is in favor of commencements if they can be relieved of their objectionable features. Two ways suggest themselves by which this may be done:

(1) Hold the exercises in the day-time, as is now customary in some places. Then only the friends of the graduates and those really interested in the school will attend.

(2) Charge a small admission, say 10 cts., to all except immediate friends of the graduates. Such a fee could be used to buy reference books or useful apparatus for the school, and would keep no person away who had any real interest in the school or the exercises. No valid objection can be urged against this plan, and it effectually shuts out those who make trouble. Cambridge City tried this plan at its late commencement, and it worked well.

Wm. T. Harris, who for the past twelve years has been superintendent of the St. Louis schools, and whose resignation was noticed in the Journal some months ago, has positively refused to allow his name to go before the board for re-election, and so he is now out. Mr. Harris to day knows more of Educational Psychology than does any other man in this country, and yet he purposes spending most of his time for two years to come in the further study of this subject. He will soon go to Europe, but will return to give courses of lectures on his specialty. He will then return to Europe to complete his studies abroad. He is engaged to give a course of lectures at Harvard next winter, for which he is to receive \$1000. He will also give courses in at least two other colleges, receiving for each \$500.

ADVANCED SALARIES.—The School Board of Indianapolis has re-elected the superintendent, assistant superintendents, and almost the entire corps of teachers, at the same time advancing most of the salaries. The aggregate advance in salaries amounts to something more than \$4,000. This was a step in the right direction. Teachers' salaries were reduced when the price of living and the price of other kinds of labor were reduced. Now that the prices of living and wages generally have advanced, the salary of teachers should move in the same direction.

UNITED STATES INTERNATIONAL COMMISSION.—Our readers will be glad to know that Prof. J. H. Smart has been appointed one of the members of the United States International Exhibition Commissioners for the Exhibition to be held in New York in 1883. Mr. Smart may have the opportunity of performing the same service for the school interests of the country which he performed for Indiana in 1876.

IF YOU do not get your JOURNAL by the 15th of the month, write at once.

IF YOU wish the address of your JOURNAL changed, give the old post-office well as the new, together with the county in each case.

DO NOT send specie in a letter; if you can not get scrip send postage stamps. Send 3 or 1 cent stamp, and never so much as \$1, if a dollar bill can possibly be secured.

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR MAY, 1880.

- WRITING.—1. How many spaces high is the loop in the small letter *k*?
How many kinds of curves in the same letter? 2 pts., 5 each.
2. What is made the standard of measurement in width? What in height? 2 pts., 5 each.
3. Write ten letters, no one of which is properly more than one space in height. 10
4. What good will it do a pupil to have him trace the copy carefully with a dry pen? 10
5. Write the first five letters of the alphabet as capitals. 10
- Let the penmanship of the candidate as shown in the answers to the above be marked from 1 to 50.

- ORTHOGRAPHY.—1. (a) What is the distinction between a *subvocal* and an *aspirate*? (b) Give two subvocals and two aspirates. a=5; b=5.
2. (a) What sounds has the letter *s*? (b) Give words illustrating its different sounds. a=5; b=5.
3. Syllabicate and mark the accent of *superintendent* and *especially*. 2 pts., 5 each.
4. What rule of spelling is illustrated in spelling the plural of *chimney*? 10
5. Write, with the proper marking to indicate the sound of each letter, the words *knowledge* and *science*. 2 pts., 5 each.
6. Spell ten words pronounced by the superintendent. 2 pts., 5 each.

READING.

"Is it not better at an early hour
In its calm cell to rest the weary head,
While birds are singing, and while blooms the bower,
Than sit the fire out, and go starved to bed?"

Lander.

1. Is the above extract a paragraph, or a stanza? Why? 2 pts., 5 each.
2. What is meant by the terms "early hour" and "calm cell," as used above? 2 pts., 5 each.
3. What is meant by "sit the fire out" and "go starved to bed?" 2 pts., 5 each.
4. Select 5 words as a lesson in spelling and definition, giving reasons for your selection. 5 pts., 2 each.

5. Express briefly, in your own words, the sentiment of the foregoing extract.

Let the candidate read a selection, upon which he shall be marked from 1 to 50, according to the judgment of the Superintendent.

ARITHMETIC.—1. Divide the L. C. M. of 40, 45, 54, 72, and 135, by the G. C. D. of 620, and 1,116. ans. 10.

2. Reduce 4897 gr. Troy to pounds. By analysis. anal. 5; ans. 5.

3. If it takes a man $\frac{3}{4}$ of a day to mow an acre of grass, how long will it take him to mow $\frac{7}{10}$ of an acre? By analysis. anal. 5; ans. 5.

4. If wheat yields 72 per cent. of its weight in flour, how much flour can be made from 245 bushels of wheat? proc. 5; ans. 5.

5. Define *corporation* and *usury*. 2 pts., 5 each.

6. What is the present worth of a note for \$675, due in five months, and without interest, money being worth 7 per cent. per annum? proc. 5; ans. 5.

7. If .63 gal. of wine cost \$1.47, what will $\frac{2}{3}$ gal. cost? By proportion. proc. 5; ans. 5.

8. In a granary is a bin $12\frac{3}{4}$ ft. long, 8 ft. 7 in. wide, and 5.4 feet deep. How many bushels of grain will it hold? proc. 5; ans. 5.

9. My house is 24 feet wide, the ridge which is in the middle of the roof is 9 feet higher than the side walls, and the eaves project 1 ft. 6 in. beyond the sides of the house. How wide is each side of the roof? proc. 5; ans. 5.

10. Separate 75,686,967 into three equal factors. proc. 5; ans. 5.

GRAMMAR.—1. Why is the sentence: "He ought to have went," incorrect? 10

2. In the sentence: "The prophets, do they live forever?" parse the word *prophets*. 10

3. What is the difference between an adjective and an adverb? Illustrate. 2 pts., 5 each.

4. Give a list of ten words commonly used as prepositions. 10

5. Write a sentence having for its predicate the *passive, potential, present, third plural* form of the verb *see*. 10

6. Analyze: "The use of the dictionary should be insisted upon in the case of all pupils of sufficient maturity." 10

7. What is the difference in the proper use of the relatives *who, which* and *that*? 10

8. How may a declarative sentence be made interrogative? 10

9. Correct: "If I was a teacher I would give shorter lessons," and give the reason for the change. 2 pts., 5 each.

10. Name the parts of speech not found in the following sentence: "Millions of spiritual creatures walk the earth unseen, both when we wake and when we sleep." 10

GEOGRAPHY.—1. Define Zone, declination of Axis. 2 pts., 5 each.

2. How are islands divided? What is the general position of each kind? 3 pts., 4 off for each error.

3. Describe the formation of an iceberg, from the falling of the snow.

4. Dividing the United States into highlands and lowlands, in which division do most of the States lie? in which most of the Territories? 2 pts., 5 each.
5. Name the chief difference between the coal fields of eastern and western Pennsylvania.
6. From what two States was the District of Columbia originally taken? What was its original area? To what State was the portion originally given by it re-ceded? 3 pts., 3 off for each error.
7. What countries constitute Great Britain? Which is the largest? which the smallest? 3 pts., 4 off for each error.
8. In sailing down the Danube from its source, what three important cities will you pass? 3 pts., 4 off for each error.
9. From what countries do we receive our principal supplies of spices? 2 pts., 5 each.
10. On which side of the Pyrenees is the climate the warmer? Why? 2 pts., 5 each.

HISTORY.—I. What can you say about the early voyages of the Northmen to this country? 10

2. After the Northmen (a) who first certainly discovered the North American continent? (b) in what year? a=6; b=4.
3. Narrate the early history of Pennsylvania. 10
4. (a) What was the Northwest Territory, and (b) how did it pass into the possession of the United States? a=3; b=7.
5. What were the main provisions of the ordinance of 1787? 10
6. Who was William Henry Harrison? 10
7. Name the five greatest deceased statesmen of the United States. 5 pts., 2 each.
8. What are the three greatest practical inventions of the last fifty years? 3 pts., 4 off for each error.
9. In what way were the boundaries between the United States and the British Possessions determined? 10
10. How was slavery abolished in the United States? 10

PHYSIOLOGY.—I. How many bones in the spinal column, and how are they separated? 2 pts., 5 each.

2. What is the function of the synovial membrane? 10
3. Give two of the uses of the muscles. 2 pts., 5 each.
4. How many pairs of glands constitute the salivary glands? Where is each pair located? 2 pts., 5 each.
5. What organ secretes the bile? What the pancreatic juice? 2 pts., 5 each.
6. Why does the system require more food in winter than in summer? 10
7. What changes in food occur in the intestines? 10
8. Why is the heart double? What is the function of each part? 2 pts., 5 each.
9. What is the pleura? 10
10. Why should school-rooms be well ventilated? 10

- THEORY AND PRACTICE.—1. Why does the writing of words assist in learning their spelling? 20
2. Give three of the aims of a good primary drill in reading. 20
3. State the advantages and the disadvantages of the practice of permitting pupils to recite by turn. 20
4. What is the distinction between natural and artificial incentives? 20
5. What is the great end of punishment in school? Why? 20
- 2 pts., 10 each.

ANSWERS TO STATE BOARD QUESTIONS PUBLISHED
JUNE—BY THE MEMBERS OF STATE BOARD.

GRAMMAR.—1. Logical subject, *The famous Charter Oak of Hartford, Conn.*; grammatical predicate, *fell*.

2. *August* is a proper noun, third, singular, neuter, objective; object of a preposition understood. *21* is a cardinal adjective, modifying *day* understood.

3. *Charter Oak* is a proper noun, third, singular, neuter, nominative, and subject of the verb *fell*. *Hartford* is a proper noun, third, singular, neuter, objective; object of the preposition *of*. *Conn.* is an abbreviation for Connecticut, a noun proper, third, singular, neuter, objective, and governed by a preposition understood. *August* is parsed above.

4. In *parsing* the grammatical relations of words are considered, in *analysis* the logical relations.

5. Personal pronouns mark the person of their antecedents by their form relative pronouns connect to their antecedents subordinate clauses.

6. *Who* noticed the mistake *which* I made?

7. Prepositions show the relation of a noun or pronoun to some other word. Conjunctions connect sentences and similar elements of sentences. Prepositions introduce modifying elements; conjunctions join an additional element to a similar one, or a modifying sentence to a word or sentence.

These distinctions can be best taught through the analysis of sentences, the attention of the pupil being called to the differences in the use of prepositions and conjunctions. It is also an assistance to notice that the preposition is followed by a noun or pronoun dependent upon it; while if the conjunction is followed by a noun, that noun is in the same construction as the preceding noun.

8. The indicative and potential moods in all their tenses.

9. Much depends on the pupils' being taught how to study. The object of the preposition *on* is the participial noun *being taught*. This noun is limited by the noun *pupils*, which must therefore be in the possessive case.

10. Wharves, axes, focuses or foci, cherubim or cherubs, phenomena.

THEORY AND PRACTICE.—1. The teacher is as responsible for the moral training of his pupils as for their educational training, and his responsibility in each direction goes as far as his ability and opportunity. Effective moral training is even more important than intellectual culture.

2. The perceptive or observing faculties are more active in childhood than the other faculties, memory possibly excepted. All the faculties are active in childhood, but the imagination and the reason reach their full power of action later than perception and memory. Primary instruction should relate *chiefly*, but not wholly, to perceptive knowledge.

3. The more common faults of teachers in giving oral instruction are: (1) Too much talking and too little teaching. (2) Too much memoriter or rote work—mere word repetition. (3) A want of system in each lesson and in the several series of lessons. (4) A want of practical relation between the oral lessons and the text-books, used or soon to be used by the pupils. Oral instruction in elementary schools should prepare the child for the intelligent study of books.

4. The offering of prizes as an incentive to study very seldom accomplishes any good, and often results in harm. This is specially true of prizes offered to the pupil that *excels all others*. It does not take long to narrow the contest to two or three pupils, and these do not usually need such an incentive to secure faithful work. Prizes offered to all who reach a reasonable standard are not so objectionable. Prizes belong to those artificial incentives which should be used only temporarily, to effect results which natural incentives can not, under the circumstances, accomplish.

5. I would impart an idea of a mountain to children who had not seen one, by beginning with a hill which they see or have seen, and leading them to *imagine* its enlargement until it becomes a high mountain. Blackboard drawings and pictures, with clear and vivid descriptions of the different features of the enlarged hill, will give pupils a general notion of a very high elevation of land.

GEOGRAPHY.—1. Geography is a description of the surface of the earth, its countries and their inhabitants. It differs from geology in that geology treats of the substances and rocks of which the earth is formed, and of the world's early history told by these rocks and substances, while geography treats of the present surface of the world and its occupants. Geography is divided into mathematical, physical, and political.

2. The advantages are, first, the facilities for internal commerce furnished by the rivers; second, irrigation and enriching of the bordering countries, especially by overflows of the rivers.

3. Trade winds are constant winds blowing from an easterly direction between the parallels of 30° north latitude and 30° south latitude. The counter trade winds are the prevailing winds beyond the thirtieth parallels. In the northern hemisphere, they blow from the southwest, and in the southern from the northwest.

4. Cape Lookout projects from the southeastern shore of North Carolina into the Atlantic ocean, near latitude 35° north. Cape Fear projects from the

same coast into the same ocean, near latitude 34° north. Cape Mendocino projects from the western coast of California, near 40° north latitude. Cape Flattery projects from the western coast of Washington Territory into the Pacific ocean, between degrees 47 and 48 north latitude, and is bounded on the north by the Strait of Juan de Fuca. Cape Horn is the extreme southern point of South America, and projects southeastwardly into the junction of the Atlantic and Antarctic oceans.

5. Strait of Dardanelles, Sea of Marmora, and Bosphorus Strait. In Egypt.

6. The Caspian Sea has no outlet. The Great Salt Lake has no outlet. The western coast range of Mountains in South America lie too close to the ocean to afford space for the formation of large rivers, the water which falls upon their western slope running directly and quickly into the ocean.

7. Winter. Because the sun being north of the Equator its rays fall upon Rio Janiero very obliquely.

8. The Rhine and the Elbe. The Russian, the Chinese, and the Indian.

9. On the east coast. The influence of the Gulf Stream upon the temperature of this coast is such as to raise it greatly above that on the eastern coast.

10.

Productions	Indiana.	Kentucky.	Missouri.	California.	Vermont.
Mineral.	Coal.	Coal.	Iron.	Gold.	Marble.
Vegetable.	Corn.	Tobacco.	Tobacco.	Oranges.	Hay.

PHYSIOLOGY.—1. Into those of the skull, face and ear. Eight bones in the skull, fourteen in the face, and three in the ear. The arching of the top of the head seems to protect the brain very largely from external injuries.

2. A ball and socket joint is one in which the round head of one bone is received into a cup-like cavity in another. The advantage of this joint is the very great freedom of motion which it allows.

3. The flexor muscles serve to bend the joint, while the extensor muscles, when the joint is bent, make it straight again.

4. Incisors, canine, bicuspid, and molars. Because the particles of food remaining between and around the teeth after eating tend to decay, producing disease of the teeth and gums.

5. The action of the saliva is, first, to moisten the food and facilitate mastication. Second, to convert the food into a pulpy mass, more easily swallowed and more susceptible to the action of other digestive fluids. Third, by dissolving certain elements of the food, as sugar and salt, it renders the food savory. Fourth, it acts chemically upon the food, changing starch into grape sugar. Food should be thoroughly chewed before being taken into the stomach, that the gastric and other digestive fluids may act upon the greatest surface possible.

The effect of the pulmonic circulation is to carry the blood made impure by the worn out parts of the tissues and overcharged with carbonic acid into the

lungs, where, by the action of the oxygen from the outer air it is purified and fitted for the use of the system.

7. The sensory fibres of nerves are those which convey sensation from the various organs to the nervous centre. The motor fibres are those which convey the power of motion from the nervous centre to the organs.

8. The function of the pores of the skin is to exhale constantly a watery fluid, ordinarily not apparent, but under the influence of heat or exercise more abundant. This perspiration not only regulates the temperature of the body, but serves to carry off considerable quantities of the worn out tissues.

9. Pure air is essential to health, because when impure it does not furnish the amount of oxygen necessary for the purification of the blood and the demands of the system, and also because being already saturated with carbonic acid and other impurities, the blood in the lungs can not be relieved from the impurities brought there from the general system, and which then become sources of direct poison, producing various diseases, especially consumption.

10. The tympanum is a small cavity in the middle of the ear. Its use is to collect sounds and convey them to the aural nerve.

ORTHOGRAPHY.—1. The following words are divided so as to show the etymological composition of each: Ad-vertise, philo-sophy, never-the-less, en-slave, ex-punge.

2. The letter *e* may represent five different sounds, as in *mete*, *end*, *heir*, *prey*, *verge*.

3. (a) When *ed* is affixed to *revel*, *perform*, *daub*, *acquit*, and *plan*, these words are spelled as follows: Reveled, performed, daubed, acquitted, planned. (b) The rule for spelling in such cases is, monosyllables and words accented on the last syllable, which end in a single consonant preceded by a single vowel, double the final consonant on receiving a suffix beginning with a vowel. *Revel* is not accented on the last syllable; *perform* does not end in a single consonant; *daub* ends in a single consonant, but is not preceded by a single vowel; in *acquit* the *u* performs the office of a consonant, having the sound of *w*, and hence the rule applies to this word; *plan* ends in a single consonant preceded by a single vowel, and is a monosyllable.

4. *Ch.* is an abbreviation for *church*; *B. C.* for *before Christ*; *etc.* for *et cetera*, which means *and others*; *hdkf.* for *handkerchief*; *i. e.* for *id est*, which means *that is*.

5. (a) A consonant is an articulate sound, which is formed by bringing the organs of speech into contact so as to partially or wholly occlude the sound as it passes from the larynx. (b) *y* is a vowel in *holy*; it is a consonant in *youth*.

6. The following words are spelled correctly: Perceive, cipher, residue, nickel, pickle, bridal, rebel, pebble, cargoes, tacit.

READING.—1. John Bunyan was the author of "The Pilgrim's Progress." He lived in England. He was born in 1628, the son of a poor tinker at Elston, in Bedfordshire.

2. Want of proper type prevents the representation of the sounds of the words given in this question, by the proper diacritical marks.

3. It is thought by the writer that the marks of quotation and other marks of punctuation are properly used in the extract as printed.

4. *Christian* was the name of one of the characters represented by Bunyan in his *Pilgrim's Progress*; *life* here means the condition or state of existence in which they then were; "*to die out of hand*" means to commit suicide; *dungeon*, the place into which they had been driven by the giant Despair; *soul*, the mind.

5. Bunyan's purpose in writing this allegory was to show forth the trials and temptations that attend upon a christian life, and to encourage his readers to persevere in right doing to the end.

ARITHMETIC.—[The answers to questions in Arithmetic this month were lost *in transit*, which we regret very much.—ED.]

COUNTY SUPERINTENDENTS' CONVENTION.

The County Superintendents met at Indianapolis, June 22d, according to programme. Superintendents representing the following counties were in attendance :

Hendricks, Marion, Clay, Martin, Wayne, Orange, Delaware, Howard, Knox, Morgan, Lagrange, Wabash, Dubois, Bartholomew, Carroll, Adams, Clinton, Rush, Madison, Warrick, Pike, Hancock, Marshall, Sullivan, Vermillion, Spencer, Noble, Grant, Vanderburg, Jasper, Switzerland, Daviess, Jefferson, Ripley, and Tippecanoe.

The President, A. C. Goodwin, was absent on account of sickness, and the Association was called to order by Vice-President J. A. C. Dobson.

The first thing that came up for consideration was the report of the committee on "A Syllabus of Work for County Institutes," a synopsis of which was published in the Journal last month. The report was submitted by L. P. Harlan, of Marion, and the general plan was fully discussed, most of the Superintendents approving, and some opposing. Profs. Smart and Tarbell, of the State Board, took part in the discussion. The details of the plan had not been completed, and it was thought best by the State Board and concurred in by the convention, that the whole subject should be postponed till next year, that the matter might be fully considered and the details carefully arranged. It was thought that to begin with imperfect or illy considered plans would be much worse than the delay. Superintendents will therefore run their institutes on their own programmes this year, as of old.

State Supt. Smart made an address, in which he said: "The right arm of the school system is county superintendency. I always believed it and I still believe it. I am in favor of the passage of the codification as it is, except the point objected to by the Governor. I have been a member of the State Board of Education 16 long years, and am glad to say that there has been practical unanimity between the State Board and county superintendents. In preparing

my report this year I will assign 46 subjects to 92 superintendents, and request you to write upon subjects assigned. Write not more than 1500 words, upon one side of the paper, and send to State Department by October 1, 1880."

In conclusion Prof. Smart made a few remarks commendatory of Indiana's school system, comparing it with other States, and especially with the systems of New England States.

After further remarks Prof. Smart stated that this was the last meeting of county superintendents that he would attend officially, and expressed his high regard for them personally and his interest in the welfare of the schools.

The Association unanimously passed the following:

Resolved, That the thanks of this Association and the County Superintendents individually be tendered Prof. Smart for his interest in the work of the County Superintendents and his substantial sympathy, aid and co-operation in the work of County Superintendents during his term of official service, and for his efficient labors in the schools of Indiana in elevating the standard of Education in the State.

In discussing the subject, "Uniformity of School Work throughout the State," W. E. Bailey, of Marshall county, took grounds that there could be no uniformity in the details of the work, as each locality must adapt its work to suit its condition. He also thought that City Superintendents did not sympathize with and assist County Superintendents as much as desirable. The general sentiment of the Association was against the points urged by Mr. Bailey.

Jason H. Allen, of Vigo, in discussing the subject "How to secure prompt and regular attendance," said that he made very free use of the county papers, he talked to the people, that he revoked the license of teachers whose schools run down to a very low ebb in attendance, and for inefficient work. He expects to keep poor teachers out of the schools hereafter, and good ones will keep up the attendance.

Supt. Osborn, of Grant Co., made the report of the committee on "Grading Teachers' Licenses." The committee recommended a slight advance on the scale agreed upon in 1876. A lengthy discussion ensued, some thinking it too high, others saying that their scale was already above what was suggested. A motion to adopt was finally voted down, and it was agreed that for the next year each superintendent should fix his own scale.

"Diplomas for pupils completing the course of study in the District Schools" was the subject discussed by J. C. Macpherson, of Wayne. He had practiced the method for two years, and found that it worked well. These diplomas were given after an examination, and served as stimulus to good work, and also to complete the course. Supt. Pope, of Hancock, had tried the plan one year and liked it. He made a part of his examination oral, and thus induced patrons to attend and become interested, and so utilized the occasion to popularize the schools.

The general plan of giving the diplomas or certificates was approved by all who took part in the discussion.

Several persons appointed on the programme failed to appear, and the meeting, as a whole, was not quite up to the average of such conventions.

The following officers were elected for the ensuing year: President, J. C. Macpherson, of Wayne; 1st Vice-President, Timothy Wilson, of Henry; 2d Vice-President, John G. Overton, of Montgomery; Secretary, J. S. Gamble, of Fayette; Treasurer, S. D. Crane, of La Grange.

Vice-Pres. T. H. Harrison, of Boone, presided over most of the sessions, and gave general satisfaction.

L. P. Harlan was Secretary, and furnishes the Journal the above facts.

A NEW ENTERPRISE.—A few days ago we enjoyed a visit with Prof. T. D. Tharp, of the Indiana Normal School at Marion. This, the youngest of the many normals in this State, indicates thrift, enterprise and enthusiasm at the start equal to the best of its class. Believing there was a demand for a school of this character in the eastern part of the State, about one year ago Prof. Tharp ventured upon his own responsibility and entirely at his own expense to erect a large two-story brick building, especially adapted to normal school purposes. This building was speedily completed and furnished in good style. The school was opened in May last, for a short *trial term*, preparatory to the regular opening next September. About one hundred students have been enrolled for the short term. The "Indiana Normal at Marion" aims to be *thorough, practical, and economical*, and we see no reason why these claims may not be made good. VISITOR.

NOT ALL AT ONCE, PLEASE.—In passing along the street I saw the sign, "Messrs. Briggs and Hodges, Millinery and Dress Making." On inquiry I found that Briggs and Hodges were both ladies of the *Mrs.* persuasion. Now, how should that sign have been painted to give us one title and two names, and express that they were both married ladies? No doubt all the teachers of Indiana will want to air their opinions, but don't be bashful, even if Mr. Bell should have a whole basket *full* of rejected manuscript.

ANNA T. SNYDER.

THE NORTHERN INDIANA NORMAL AT VALPARAISO.—This school is still growing. Notwithstanding a large new building was erected last winter, another one, said to be "the finest on College Hill," is in process of construction, and will be completed in time for use next fall. The current term enrolls 250 more students than any previous term in the history of the college. Among the additions to the faculty are Mr. and Mrs. O. P. Kinsey, of Lebanon, O., two well and favorably known normal instructors.

The Educational Weekly, of Chicago, has again changed its "head." Jeremiah Mahoney, editor in chief, retires, and W. H. Payne, the Professor of Pedagogics in the State University of Michigan, takes his place. Mahoney is a ready writer, and his articles are always readable. The chief criticism upon him is that he makes too many enemies by his sharp personal thrusts. Mr. Payne is learned, metaphysical, logical, and will always write articles that will require study. He is up with the best thought.

Rushville graduated 6 from its high school. It enlarges its school building this summer.

Dublin high school sent forth 7 graduates, June 4th. John P. Mather, superintendent.

The Cambridge high school graduated three this year. James R. Hall is still superintendent.

Moore's Hill College will begin its 25th year September 6th, 1880. Prof. J. P. D. John is President.

The Fort Wayne high school graduated this year a class of 18, while the training school sent forth 8 newly-fledged teachers.

The Kokomo high school graduated 6 at its late commencement. Sheridan Cox, superintendent, Mrs. G. B. Cox, principal of high school.

PURDUE UNIVERSITY is the youngest college in the State, and yet the richest. It has an invested *productive* endowment fund of \$338,000. It was opened in 1872, and has been growing each year. Its success under President E. E. White is insured.

STATE UNIVERSITY.—The State University was organized January 24, 1828, and is therefore 52 years old—the oldest college in the State. It graduated 28 students June 9th, four of them ladies. The whole number in attendance this year was 349. The institution seems to be in good condition, the attendance being larger each succeeding year. Lemuel Moss, LL. D., is the President.

Spiceland Academy commencement exercises occurred June 18th. There were eight members of the graduating class, who, in point of scholarship, averaged the best of any class ever sent out from the academy. The past year has been a very prosperous one, and the prospects are bright for the ensuing year. Excellent normal work is also done at this school, and about sixty who have been in attendance during the year will engage in teaching the coming winter.

Messrs. A. S. Barnes & Co. will publish immediately, a new work, by the late Prof. Caleb B. Mills, of Wabash College. This work will not only treat of Mr. Mills' connection with the common school system of Indiana, of which he may be styled the father, but also discusses the value of the study of modern languages, of the conflict between science and the classics, the length of the college year, and of the importance of introducing the Bible as a college text-book.

The Concord School of Philosophy will open its second annual session July 12th, and continue till August 14th. It is under the direction of A. Bronson Alcott, the renowned teacher. The lecturers or instructors include the best minds in the country, such as Mr. Alcott, W. T. Harris, Ralph Waldo Emerson, W. H. Channing, etc.

The school last year was a great success, both intellectually and financially, and will doubtless continue to be so.

The Indianapolis high school graduated this year *sixty-one*.

Thos. W. Bicknell, editor of the New England Journal of Education, has decided to publish another paper devoted to Higher Education and the Philosophy of Methods.

MARTIN COUNTY.—The schools of Martin county averaged better work the year just closed than ever before. Supt. F. M. Westhafer is reported as being very efficient in his work.

Goshen graduated 6 this year from its high school A. Blunt still remains superintendent, and Miss Emma R. Chandler remains principal of the high school, with Chas. S. Taylor as assistant.

An International Educational Congress will be held at Brussels, Belgium, Aug. 22-29, 1880. Speakers may use any tongue they please. The substance of the speeches delivered in any other than the French language will be translated by the officers of the Congress.

ANOTHER GEOLOGICAL WITNESS.—Prof. L. Mobley, of Hartsville College, found in his search among the stone quarries of Clifty, a petrified orthoceras, *six feet long* and *twelve inches* in circumference. Another sea monster of the Silurian age. Can Indiana beat this?

Granger, Davis & Co., publishers of Houghton's Historical Chart, Houghton's Political Conspectus, etc., have fitted up their new quarters in the Journal building, on the corner of Circle and Market streets, in the most elegant manner. They are always glad to see teachers visiting the city.

Col. De Wolf, for many years superintendent of the Toledo schools, has received the nomination on the Republican ticket for State Superintendent of Ohio.

STATE NORMAL SCHOOL.—The State Normal School closed a very prosperous year on the 23d of June. There has been an increased attendance during the year. Seventeen received certificates of graduation and thirteen received diplomas. The graduating exercises occupied the entire day, a large audience being in attendance during the entire time. Many city superintendents were present in search of teachers for their schools.

The National Teachers' Association, the programme of which was published last month, will begin July 13th. The principal railroads leading to Chautauqua furnish reduced rates. Among them we note the following, which are of interest to Indiana teachers: The C., C. & I.; Lake Shore & Mich. Southern; Wabash, St. Louis & Pacific; Indianapolis, Decatur & Springfield. The C., C. & I. will sell excursion tickets from Indianapolis, good till October 30th, at a little more than a single fare. From Indianapolis they cost \$15.70. No stop-over checks given on these tickets. The train that leaves Indianapolis at 4 in the morning reaches Chautauqua at 8 in the evening.

PERSONAL.

J. C. Eagle will remain at Edinburg.

R. S. Page is to stay at Shelbyville another year.

J. C. Gregg is re-elected as superintendent at Brazil.

E. H. Butler will remain at Winchester another year.

A. C. Hopkins, of Kokomo, will do work in Institutes this summer.

Alston Ellis has been elected superintendent of the Sandusky, O., schools.

J. H. Howard, of Franklin, has been elected principal of the Irvington schools.

Mr. and Mrs. H. S. McRae, of Muncie, will do work in Institutes this summer.

J. L. Lucas, of Lebanon, Ohio, is selected as principal of the Brownstown schools.

John Hancock has been re-elected superintendent of the Dayton, Ohio, schools.

David Graham, with his entire corps of teachers, has been re-elected at Rushville for next year.

Chas. R. Barnes, of Lafayette High School, has been elected to the chair of Natural History in Purdue University *vice* Prof. Hussey, resigned.

J. H. Groves has been re-elected principal of the Cannelton schools for the fourth term. Most of his old corps of teachers were also re-appointed.

J. M. Gregory has tendered his resignation as President of the Industrial University of Illinois. Dr. Gregory is one of the ablest men in the country.

Mr. E. H. Long has been elected superintendent of the St. Louis schools, to take the place of W. T. Harris, resigned. Mr. Long was assistant superintendent, and was promoted.

Sheridan Cox has been re-elected superintendent of the Kokomo schools. Mrs. Cox has declined re-election as principal of the high school. Miss Maggie Purdum is assistant principal.

G. I. Jones & Co., of St. Louis, whose advertisement appears in this number of the Journal, is going into the text-book trade on a large scale. Books on other subjects are in course of preparation, and their list will soon be complete. Henry W. Jameson, a gentleman of good address and marked culture, will represent them in this State.

Hiram Hadley, one of Indiana's leading educators a few years ago, now agent for D. Appleton & Co., and Miss Kate Coffin, one of the best of the many good teachers in the Indianapolis corps, and a most estimable lady, we are married recently. The Journal extends hearty congratulations, and gives it as its deliberate conviction that both have done well.

Arnold Tompkins, a graduate of the State Normal, has been elected superintendent of the Worthington schools. His wife will teach with him.

Prof. L. Prugh, of Vincennes University, was the recipient of ten elegant volumes of Chambers' Encyclopedia from the graduating class. This class numbered 13.

W. A. Boles, who will be remembered as a former Indiana teacher, has prepared a plan and diagram for sentential analysis for the use of schools and teachers. This work is published by Clark & Maynard, of New York.

Geo. P. Brown, President of the State Normal, will read a paper at the National Educational Association at Chautauqua, July 13-16, on "The Obstructions, natural and interposed, that resist the formation and growth of the Pedagogic Profession."

Geo. P. Howland, the new superintendent of the Chicago schools, has been principal of the Chicago High School for twenty-three years. He is a ripe scholar, a most accomplished gentleman, and a royal good fellow. He will make an excellent superintendent, but the high school will sadly feel his loss.

DUANE DOTY DONE DOING IN CHICAGO.—The Chicago School Board met June 25th to elect a superintendent and transact other business. Up to the meeting of the board it was not known, even to Mr. Doty, that there was any serious opposition in the board to his re-election. When the board was ready to proceed with the election a member nominated Mr. Doty; another nominated Geo. P. Howland, principal of the high school. When the vote was counted out it was discovered that Mr. Doty had but four votes, while Mr. Howland had nine. This came like a clap of thunder from a clear sky, and shocked not only Mr. Doty and his friends, but the public. Mr. Doty would have a great deal of sympathy from educators generally throughout the country, being thus summarily dismissed, were it not for the fact that it is generally understood that he secured his place by conniving with the worse element of the board to crowd out Mr. Pickard, his predecessor.

John M. Bloss, superintendent of the Evansville schools, has been nominated on the Republican ticket for Superintendent of Public Instruction. Mr. Bloss was born January 21st, 1839, in Washington county, Ind. His early education was received in that county. He entered Hanover college in 1854, and graduated in the classical course. He worked his way through college, earning most of the money by teaching. After leaving college he taught till the war broke out, when he enlisted as a private in the 27th Ind. He was in a number of battles, was wounded several times, and returned a captain after three and a half years' service. After coming out of the army he took a course of lectures at the Ohio Medical College. He then returned to teaching. In 1866 he took charge of the Orleans Academy. In 1870 he was elected principal of the Female High School at New Albany, which place he held till he was elected superintendent of the Evansville schools in 1875. Since 1875 he has been a member of the State Board of Education.

Prof. Bloss was once before nominated for this office, having run against Prof. Smart six years ago, when he ran ahead of the average of the ticket which was beaten. His familiarity with the school work and the school system of Indiana and his ability can not be questioned.

John Pennington, of Westfield, is to have charge of the Spicewood graded school next year.

J. B. Roberts has been re-elected principal of the Indianapolis high school at an advanced salary.

J. J. Mills and Lewis H. Jones have been re-elected assistant superintendents of the Indianapolis schools at increased salaries.

HAPPY FELLOW.—Married, at Hamilton, Ohio, June 12th, 1880, by Col. Granville Moody, our worthy Supt. of Union Co., Ind., L. M. Crist, to Miss Orpha A. Gath, of Oxford, Ohio.

Miss Nebraska Cropsey, who has been superintendent of the primary schools of Indianapolis for about fifteen years, has just been re-elected, and had her salary advanced from \$1,200 to \$1,400.

H. S. Tarbell has been re-elected superintendent of the Indianapolis schools, and his salary increased from \$2,500 to \$3,000. This is substantial endorsement of Mr. Tarbell's work in his new position.

Prof. H. B. Boisen, of the State University, has tendered his resignation as a member of the faculty of that college, and taken an agency for the publications of Granger, Davis & Co. His territory is Kansas and Colorado. The University will feel his loss, as he is one of the best instructors ever connected with the institution.

A. C. Goodwin, the nominee on the Democratic ticket for Superintendent of Public Instruction, is superintendent of Clark county. He was born in Utica, Clark county, Ind., June 3d, 1846. Attended schools—mostly public schools—until 1863, when he took charge of Hospital No. 7, in Jeffersonville, as Hospital Steward. In 1864 resigned as Hospital Steward, and took a full course in Boyd's Commercial College, Louisville; and then accepted a place as clerk in the freight department of the J., M. & I. R. R. After six months' service here, he resigned and entered a classical school to prepare for college. After attending college one year was placed in charge of the highest department of the Jeffersonville schools. Was again in Kentucky University during the next two years. In 1869 taught a district school in Utica township. In 1870 was appointed school examiner of Clark county, and taught the first grade for a few months, and was then placed in charge of the Jeffersonville male high school, consisting of 33 young men, and was re-elected to this position at an increase of 20 per cent. in salary. Resigned to enter the drug business. In 1873 was appointed county superintendent, which position he has held ever since, with the exception of one year—the year the amended school law was in operation. During that year was in charge of the Charlestown schools.

Mr. Goodwin stands well among the county superintendents; a year ago was elected president of their State convention; his reports and manuals for teachers are filled with good suggestions, and show thoughtful, earnest endeavor, and an appreciation of the work in hand. Mr. Goodwin is a christian gentleman, and if elected to the high position to which he aspires will leave no stone unturned to keep up and move forward the educational interests of the State.

OBITUARY.

DANIEL HOUGH.

Daniel Hough, well known in this city and throughout the State, died at his home in Fountain City, Wayne county, Ind., June 15th. He had been in very poor health for two years past, and his death is not a surprise to his friends.

Daniel Hough was of Quaker parentage, born June 11, 1827, and was, therefore, fifty-three years and four days old. He died in the old homestead in which he was born. He acquired a good education, graduating at Farmers' College, Ohio, in 1849. A few years after graduating he began teaching in the Cincinnati schools. He was soon promoted to the principalship of one of the largest schools in the city, and remained in that position for twelve years. In 1864 he accepted a traveling agency for the house of Wilson, Hinkle & Co., (now Van Antwerp, Bragg & Co.) of Cincinnati, and continued in the service of this house so long as he was able to work. Since 1866 his field of labor has been in Indiana, with headquarters at Indianapolis. Mr. Hough was extensively acquainted in the central and southern parts of the State, and he has hosts of friends who will mourn his departure. His familiarity with the details of school work made him a valuable instructor in teachers' institutes, and he was always ready with a good suggestion or kind word when he visited the schools, especially of young teachers. He was truthful; he was true; he was honest; he was honorable; he despised a mean act. He was devoted to his family, and loyal to his friends. Not many men possess so few faults and so many virtues as did Daniel Hough.

The house for which he had worked so faithfully and for so many years most magnanimously continued his salary at half-rate during the entire time of his sickness.

NORMALS.

The Kokomo normal will open July 19th.

J. G. Craven will open a six weeks' normal at Lancaster, Jefferson county, July 6th.

County Supt. Mushlitz and R. G. Boone will open a six weeks' normal in Frankfort, July 12th.

An eight weeks' normal will be held at Ligonier, beginning July 19th. D. D. Luke, principal.

The Decatur normal will open July 19th, and continue eight weeks. G. W. A. Lucky, superintendent.

R. Spear will open a normal at Poland, Clay county, July 12th, which will continue in session six weeks.

County Supt. Bailey and Thomas Shakes will open, July 12th, a normal in Plymouth, to continue five weeks.

Delaware county normal will begin July 12th, and continue four weeks. D. H. H. Shewmaker and Levi G. Saffer are proprietors.

The Miami county normal will open at Peru, July 19th, for a term of six weeks. County Supt. Trissal and J. H. Neff are principals.

Lagrange county normal will open July 19th, and continue seven weeks. Instructors, Sheridan Osborn, A. D. Mohler, and Supt. Crane.

A six weeks' normal will open at Nashville, Ind., July 5th, and close Aug. 13th. W. F. L. Sanders, of New Albany, will have charge.

A summer school of penmanship and drawing will be open at Goshen, July 12th, to continue seven weeks. It will be under the charge of I. C. Mulkins.

A county normal will open at Osgood, Ind., July 12th, to continue five weeks. It will be under the charge of A. M. Van Dyke, of Cincinnati, O., O. P. Jenkins, and Geo. W. Young.

Starke, Pulaski, Knox and adjoining counties will unite in a normal, to be held at Winamac, commencing July 13th, and continuing eight weeks. It is under the superintendence of G. A. Netherton, superintendent of Pulaski county.

INSTITUTES.

July 12, Ohio county, Rising Sun. J. H. Pate, Supt.

Aug. 2 (2 weeks) Wayne county, Centreville. J. C. Macpherson.

" 9, Delaware county, Muncie. A. W. Clancy.

" 9, Posey county, Mt. Vernon. J. W. French.

" 16, (2 weeks) Vermillion county, Newport. H. H. Conley.

" 16, Bartholomew county, Columbus. J. M. Wallace.

" 16, Pike county, Petersburg. L. M. Stewart.

" 23, Jefferson county, Madison. E. K. Tibbetts.

" 23, Montgomery county, Crawfordsville. J. G. Cverton.

" 23, Vigo county, Terre Haute. J. H. Allen.

" 23, Steuben county, Angola. Cyrus Cline.

" 23, St. Joseph county, ——. Calvin Moon.

" 30, Wabash county, Wabash. G. T. Herrick.

" 30, Harrison county, Corydon. D. F. Lemmon.

Sept. 13, Adams county, Decatur. G. W. A. Luckey.

BOOK TABLE.

Invisible Empire; or, A Fool's Errand by one of the Fools. By A. W. Tourgee. New York: Fords, Howard & Hulbert. J. M. Olcott, Indianapolis, State agent.

"A Fool's Errand by One of the Fools," and "respectfully and lovingly dedicated to the ancient and honorable family of fools," is one of the most remarkable books of the last decade, and perhaps no other book in the same time has had such a run. The best critics speak of it in the highest terms of praise, and by many it is placed on a par with "Uncle Tom's Cabin." It is a story of the South since the war, and abounds in brilliant description, thrilling incident, wonderful character-painting, racy anecdote, and life-like portraits of Southern character and customs. The "Fool" is represented as a Northern man, who has gone south to live, and who has carried his convictions and principles with him. The description of the work of the Kuklux and their treatment of northern people and of the colored people who chose to express convictions contrary to the Kuklux idea is vivid and appalling.

"The Fool's Errand" became so very popular that the author, at first unknown, has been induced to enlarge the book, giving many more incidents to justify the conclusions drawn, and the book has been illustrated with cuts, and under the name of "Invisible Empire" forms a volume of over 500 pages, which is placed upon the market as a subscription book and is selling rapidly.

Scribner.—The cosmopolitan quality of the magazines of the present day is a curious and noteworthy fact. In Scribner for July, for instance, we notice a pager on the "Norwegian poet and dramatist, Bjørnstjerne Bjørnson," by his former countryman, Hjalmar Hjorth Boyesen; an article descriptive of an excursion to "The Heart of the California Alps," by John Muir; "To Coney Island," by William H. Bishop; Russia is treated of in Eugene Schuyler's "Peter the Great"; the scene of "The Grandissimes" is laid in Louisiana; General McClellan gives an account of his trip to Sicily; George Parsons La throp, in "The Sorcery of Madjoon," writes of the curse of China—opium eating; the negro element is touched on in Miss Hopkins's amusing little sketch; George M. Grant does full justice to "Canada"; Ernest Ingersoll writes interestingly of Denver, Colorado; and Charles F. Thwing gives an account of the experience of the "Japanese and Chinese Students in America," while Mrs. Laura Winthrop Johnson travels all over Europe in "La Sonnam-bula."

Rhetorical Method and Composition. By Henry W. Jameson, A. B. St. Louis: G. I. Jones & Co.

The above is a very concise treatment of the topics belonging to Rhetoric and Composition, designed for classes that have completed the usual course in English Grammar and Analysis. The author has aimed to give only so much of the theory as can be brought into practice, very wisely concluding that to load a work, intended for beginners, with details and nice distinctions that

can only be appreciated by the mature mind after long study, detracts from rather than increases the value of a book intended for beginners.

All the essential points seem to be given, and given in a clear, yet concise way. The examples are not numerous but apt. The book is divided into two parts: (1) Rhetorical Method; (2) Composition: but it is designed by the author that they should be carried on together. It contains a valuable list of nearly 400 subjects for composition. Price for examination, 40 cents. The whole book is comprised in about 100 pages. It is a thin book, but certainly a good one for a *thick* teacher.

The Atlantic Monthly, published by Houghton, Osgood & Co., Boston, Mass., is in some respects the best monthly magazine published in this country. No space is given to cuts and illustrations, and so every page is filled with reading matter. The best writers in the country contribute to it, and all the living topics of the day are handled in a masterly way. As a literary magazine of solid merit no one surpasses the "old reliable Atlantic."

Wylie's Multiplying Pad. Prepared by Prof. J. B. Wylie, of Bloomington, Ind. Published by J. M. Olcott, Indianapolis.

Owing to the frequent use that can be made of these "Multiplying Pads," they themselves have been greatly multiplied. When one was perfected from which 20 copies could be taken, it was thought a great success, and so it was; but now Prof. Wiley has given us one from which one hundred clear, legible copies can be taken, and the price reduced one-half. It is scarcely necessary to make any improvement on this. All that is needed is the "Pad," a bottle of copying ink, and then any kind of paper and any pen can be used, and the work is perfectly simple. Teachers can make them very valuable in both examinations and in ordinary work.

How to Educate the Feelings and Affections. By Charles Bray. New York: S. R. Wells & Co.

The author of the above claims: 1st, that the feelings are subject to the training and education that the intellectual faculties are subject to; 2d, that this treatise is based on sound philosophic principles. The first proposition is doubtless true, the second we leave for each reader to determine for himself. Any one interested in phrenological study will find this book very entertaining, and any teacher will find in it much that deserves careful thought.

German without Grammar or Dictionary. By Zur Bruecke. Chicago: S. C. Griggs & Co.

This book is intended as a guide to learning and teaching the German language, according to the Pestalozzian method of teaching by object lessons. The book is based on the theory, which is a correct one, that in learning to *speak* a language the ear, rather than the eye, must be appealed to. The old method of learning to speak a language through its grammar is rapidly giving place to the more rational one of learning to speak by *speaking*. Conversations about familiar objects is the foundation of this system and this book.

The New American Advanced Speller. Philadelphia: J. B. Lippincott & Co.

The main object of the author in preparing this Advanced Speller was to present a large number of important words not found in the ordinary text-books. Following the main body of the book is a list of 800 words frequently mispronounced; and in conclusion a list of "about 1500 of the best test words in the language. The book will commend itself to advanced classes.

BUSINESS NOTICES.

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STATE NORMAL SCHOOL.

This institution has just closed a prosperous year. There has been a steady increase in attendance during the year, and the prospect for the future is promising. One indication of the esteem in which the school is held is the number of city superintendents who were present during the last days of the term who were looking for teachers. The demand is greater than the supply. It may not be generally known that a diploma from this school is a State certificate, entitling the holder to teach in any county in the State without further examination. We recommend every teacher to avail himself or herself of the first opportunity to attend this institution. For those who can attend but a single term a special course is provided. The work of the institution is thorough, both in the scholastic and professional departments. A course in the normal is a sure passport to remunerative employment in the best schools in the State. The next term commences September 8th.

EMPLOYMENT FOR TEACHERS DURING THE SPRING AND SUMMER VACATION.—Having recently made very valuable additions to our list of Standard Library Works and Subscription Books, we offer to Teachers a rare opportunity for lucrative employment during the spring and summer vacation. All who desire to sell books, globes, outline maps, charts, etc., are requested to correspond *at once* with the undersigned. We want at least one agent in every county. Address J. M. OLCOTT, 36 East Market st., Indianapolis.

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FOR EXCURSIONISTS.—The Northern Transit Company this year offers unusual advantages to tourists in the number and cheapness of the trips provided for, and the comfort and elegance of the accommodations. The company owns and operates fourteen first-class and elegantly fitted steamers, and has arranged through connections with various railroads for thirty-one trips, starting from Chicago or Milwaukee, varying in expense from thirteen to forty-eight dollars. Some of them are as follows:

To *Toledo* or *Cleveland* and return, through Lake Michigan, Straits of Mackinaw, Lake Huron, the Detroit River and Lake Erie, \$15.00.

To *Toronto* and return, same route, \$21.00.

To *Montreal* and return, route as above, thence G. T. R. to Kingston, steamer through the Thousand Isles and St. Lawrence River, \$31.00.

To *Quebec* and return, same route, \$35.00.

To *Boston* and return, \$39.00.

To *New York* and return via Boston, \$48.50.

Prof. A. F. Simpson will teach Penmanship and Book-keeping, if desired, in normals this summer. Samples furnished on application with stamp. One of the finest cards of ornamental work ever gotten up, 18 x 22, mailed for 75 cents. Address A. F. SIMPSON, Decatur, Ind. 6-21

The fifth annual term of the Oxford Normal under the superintendence of B. F. Johnson will open July 26th, and continue eight weeks. 5-21

OHIO CENTRAL NORMAL SCHOOL.—Reorganized with full faculty. Three full courses, one, two, and three years respectively. Incorporated under State Board of Trustees. This is the only Normal School in the State having a distinct Professional Course of Study and Practice combined with the most thorough academic instruction.

5-tf Address, JOHN OGDEN, Prin., Worthington, O.

THE OLD RELIABLE PAN-HANDLE.—Every summer a great many teachers make an Eastern trip—it pays teachers to travel. They can see more in a flying trip of a few weeks than they can read about in a year. What they see they remember and can tell, what they read they get but imperfectly and forget. In making such a trip either go or return by the Pan-Handle and Pennsylvania Central. The scenery on this road is simply grand. The Horse-Shoe Bend is a perpetual wonder.

TEACHERS are respectfully informed that the first and only absolutely complete History and Chronology of North and South America ever offered is now ready. It contains the works, word for word, of the most celebrated of American Historians, in one royal 4to volume of nearly 1000 pages, fully illustrated (equivalent to 6000 octavo pages). All critics pronounce it the "*Fountain Head of American History, unequalled for reference or study.*" "No teacher can afford to be without it." Sent by express, prepaid, on receipt of \$10.00. Special rates to teachers.

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5-6t

Prof. E. E. SMITH, Principal of the Academy of Purdue University, will do Institute work during the summer vacation upon reasonable terms. His lectures will embrace work in Physical Geography, Physiology, English, History U. S., Theory and Practice, &c., &c. Evening lectures if desired. Address at Lafayette, Ind.

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THE INFINITIVE IN ENGLISH. III.

E. E. SMITH, PRIN. PURDUE ACADEMY.

THE Infinitive used with auxiliaries in forming the verb phrases known as Compound Tenses is never parsed separately from its phrase, and hence need not take up our time further than to note a tendency in the language toward these forms, seen in such expressions as "*I dare say*" (compare with *I dare to say*), "*He bids go*", "*I heard tell*", "*They need come*", etc.

THE SIGN OF THE INFINITIVE.

The word *to*, that usually accompanies the infinitive, has caused many disputes, in which both time and words have been used to poor advantage. Some hold that it is not a preposition; others, that it is a preposition. Both are right. (1) In such sentences as "*I study to improve*" = "*I study for improvement*"; "*Is that fruit fit to eat*" = "*Is that fruit fit for eating*"; and "*I am astonished to hear that remark*" = "*I am astonished at hearing that remark*", *to* has clearly a prepositional force. (2) In such sentences as "*to err is human*" = "*Erring is human*"; "*To see is to believe*" = "*Seeing is believing*", *to* has no force, and is merely a sign, a word of euphony.

CONSTRUCTIONS OF THE SIMPLE INFINITIVE.

1. *As to Subject of a Finite Verb :*

(a) To court is not always to catch.

(b) There often accompanies it, also, in such constructions, an adjective or a noun said to be complementary to the verb, *i. e.*, to be used with it to complete the idea to be expressed. The infinitive and its complement coalesce; thus, To be good is to be happy; To be a criminal is worse than to be a slave. The objective and the noun may be parsed as belonging to the same noun or pronoun understood, which noun or pronoun is the logical subject of the infinitive. The objective seems to modify the infinitive sometimes. Thus the first sentence is equivalent to—Good being is happy being.

2. *As a Predicate :*

(a) To see is to know.

(b) His desire is to do justice.

3. *As the Direct Object of an Active Verb :*

(a) John desires to play.

(b) He wishes to see the show.

4. *As to the Object of a Preposition :*

(a) I am about to write.

(b) What went ye out for to see?

5. *In Apposition :*

(a) This use of the infinitive is of various degrees. Sometimes it seems to shade off into an adjective element; as, The time to study has arrived.

(b) At other times the apposition is more direct; as, He issued orders to furl the sails.

(c) Again, it is in apposition with the word "it" (really an expletive), and then usually follows the verb of which *it* is by some considered the grammatical subject; as, It is good to be here=To be here is good; It is base to lie=To lie is base.

(d) Both "it" and the infinitive are sometimes found after a transitive verb; as, He had it in his power to make a fortune.

6. *As a Factitive Object :*

A *factitive object* is a sort of secondary objective element brought about through a causative force of the principal

verb, of which it is, in reality, a complement. It may consist of (1) an adjective—John bent the stick *straight*; (2) a noun—He made the water *wine*; (3) an infinitive—Money makes the mare *go*.

- (a) Under this head may be arranged those cases in which the infinitive is used as a final object to express some act of the first object; as, He ordered the men to burn the bridge; Teach us to pray; Suffer the little ones to come unto me, etc.
- (b) Under this head also may be arranged those cases in which the infinitive is used as a final object to express some act *on* the first object; as, I have meat to eat that ye know not of; Mr. Jones keeps houses to rent, etc.

7. *As Part of a Compound Verb-form:*

- (a) He made-believe that he would strike me.
- (b) I dare-say you have heard of it.
(Such a form has even become an adjective—That is mere hear-say evidence).

8. *Absolutely with a Participle:*

- (a) To retreat being useless, they fought desperately.

9. *As the Object of a Passive Verb:*

- (a) He was taught to know his place.
- (b) You are commanded to try.

10. *Independently:*

- (a) To be sure I will answer your question.
- (b) He is lord of creation, so to speak.

11. *As an Adverbial Modifier:*

Where "to" has a prepositional force, and the infinitive is its object, the phrase formed is usually an adverbial element, and may express—

- (a) Purpose—I answered thus to stir him.
- (b) Consequence—He fell, never to rise again.
- (c) Degree—The difficulties were great enough to deter him.
- (d) Measure—I can not see to spin my flax.
- (e) Requirement—I am to settle this business.
- (f) Cause—He trembles to hear the thunder roar.
- (g) Time—He knows when to attack them successfully.

(h) Manner—John taught him how to study Geography.

It may also modify an adjective—He is eager to work even at low wages.

12. There is, in addition to constructions of the infinitive that we have given, one other use that is very common, and therefore of considerable interest. This use is seen in the sentences—"I believe him to be honest", "He ordered the horse to be saddled", where the infinitive and its logical subject are an abridgement of a subordinate proposition. This is the nearest approach of the infinitive to the assertive function, and it seems to discharge the functions of both the verb and the noun. "Him" in the first sentence and "horse" in the second, are usually parsed as objects of the preceding verbs, yet they are not really so. It is not asserted that I believe *him*, but that I believe *the being honest of him*. In the second sentence, the *horse* is not ordered, but the *saddling* of the horse. In either case, the verbal substantive idea is the real object of the transitive verb's action.

In such sentences as the following, the subject of the infinitive seems to receive the governing force of the transitive verb, but only as a dative object:

(a) He ordered John to saddle the horse.

(b) They told us to go (compare with "They told us a story").

(c) They urged the President to declare war.

The Infinitive Phrases have the same constructions as the simple infinitives.

THE VERBAL SIGNIFICATION.

Whilst keeping in mind, for the sake of simplicity and clearness, the fact that the infinitive performs the office of a noun, it should not be forgotten that this does not necessitate its losing its verbal government over other words. It may be modified as a noun by an adjective and in its verbal signification by an objective and an adverbial element; thus:

1. Reading is profitable.
2. Reading novels is sometimes profitable.
3. Reading novels frequently is not profitable.
4. Your reading novels frequently is not profitable.

CONCLUSION.

Below we give a summary of the views presented in these papers, which may be convenient for review of the subject, for remodeling, or for discussion and criticism. We should be glad to receive suggestions and criticisms from those who have felt interest enough to read the papers through and give the matter thought and study.

THE INFINITIVE.	Verb-Form.	{	Complete—Assertives or Verbs.	
			Partial—{ Infinitives. Participles.	
	The Term.	{	Origin—"in" and "finitivus".	
			Meaning—unlimited, unconfined.	
			Function—Use of a noun, modification of a verb.	
	General Forms	{	1. Root-form, with or without <i>to</i> .	
			2. Gerundial, ending in <i>ing</i> .	
			3. Infinitive Phrases.	
	Constructions.	<i>Gerundial Infinitive.</i>	{	1. Subject.
				2. Predicate.
3. Object of a Verb.				
4. Object of a preposition.				
5. In Apposition.				
6. Absolutely with a Participle				
<i>Independent Infinitive.</i>		{	In making Compound Tenses.	
<i>Infinitive with "to" and Infinitive Phrases.</i>		{	1. Subject.	
			2. Predicate.	
	3. Simple Object.			
	4. Object of a Preposition.			
	5. In Apposition.			
	6. Factitive Object.			
	7. Part of Comp'd Verb-Form.			
	8. Absolutely with a Participle			
	9. Object of Passive Verb.			
	10. Independently.			
	11. Part of Adv. Modifier.			
	12. With Logical Subject.			
<i>Verbal Governm't</i>	{	Assertive Function lost.		
		Verbal govern'g power retain'd		

SHAKESPEARE VS. BACON AGAIN.

PROF. A. R. BENTON, BUTLER UNIVERSITY.

THE readers of this Journal have been treated to an interesting article from Prof. Roberts, who has given a clear and full resumé of the argument, that would reduce Shakespeare to a myth, in respect to authorship.

Our age, like Shakespeare's Iago, is nothing unless critical. The spirit of destructive criticism lays its fearless hand on every subject, no matter how sacred, and threatens to rob us of our most cherished idols and associations.

The stories of Tell, Bruce, and Pocahontas are either denied outright, or stript of the glamour of romance, that made them the delight of our boyhood days. There is an unconscious cruelty in seeking to disillusion the common reader, and to bring human exploits to the dead level of the prosaic and common place. Is the world to have no more individual greatness, individual heroism, or individual genius to stir its sluggish nature to admiration and emulation of transcendent exploits? And must our hero worship in the coming time be addressed to some great Unknown?

Having roamed over the fields of antiquity and mediæval times, this Zeit Geist has ventured to invade our English literature, and to challenge its greatest name, William Shakespeare. He is compelled to stand and give an account of himself. As an author, he is reprobated as a myth, and his works, like unacknowledged and shelterless orphans, must roam the world forevermore, Japheth like, in search of a father. Literary curiosity will not let the matter rest where tradition, fact, and evidence place it; but with squirrel like activity it keeps fumbling the question, as if Bacon or some other genius, and not Shakespeare was the kernel of the nut it seeks crack.

The method pursued by these adverse critics is peculiarly noteworthy. It belongs to the semi-physical school. So much effect implies equivalence of cause. The effect can be quantified, therefore the cause can be.

Now Shakespeare, as a cause of the thirty-seven dramas that bear his name, was totally insufficient. His learning, his opportunities, his genius were not adequate to this work. He is *weighed*

in the balance of forces and found wanting; for they hold it is morally impossible that he could have been the author of works that have on them such stamps of learning, genius, and literary immortality. Now, psychological facts can not be brought to such tests, or under the formulas of physical forces. The laws of genius and of physics are diverse, if not antipodal.

The causes that produce a poem can not be quantified like those of the laboratory. Genius, like beauty, is a law unto itself. It is full of startling disclosures, and is most nearly akin to the Omniscient mind, in its amazing clairvoyance and intuitive energy. This "vision and faculty divine" is wholly ignored by the critical school, that would rob us of Shakespeare as an author.

It is also claimed that so little is known of Shakespeare that it becomes highly improbable that he was the author of such works of genius and of power. This argument, from our ignorance respecting Shakespeare, is greatly overstated, and even if true, has little bearing on the question of authorship. It has little bearing because contemporary celebrity has slight connection with literary eminence or posthumus fame. Samuel Johnson, a hundred years after Shakespeare, was the first English author, who had his Boswell. But such was not the fashion in the time of Shakespeare. A dramatic writer was not held in the highest esteem, and small regard was given to his personal history. "Honos alit artes," and when the dramatic art was looked on with disfavor, what reason was there to be inquisitive about the early life, the literary methods, the mental habits and labors of an author?

This argument from our ignorance is also overstated; if we are to take the meagre account extracted by Prof. Roberts from Shaw's History of English Literature, as the sum total of our knowledge of Shakespeare. That extract is as meagre as the argument, and does not "contain all that can be positively stated of Wm. Shakespeare." That summary of the life and labors of our author scarcely rises to the dignity of that index knowledge

"Which turns no student pale,
Yet holds the eel of science by the tail."

It is now my purpose to set forth with all possible brevity some other things "that can be positively known of Wm. Shakespeare," and which establish historically his claim to the authorship of the

works that bear his name. Next I shall point out some internal evidences bearing on the same point, and finally give some reasons why his contemporaries, and least of all Bacon, could not have been the author of these plays.

The historical proof is most important. If this be clear and satisfactory it is an end of all controversy. In a given case there may be difficulties, hard to explain through lack of information, yet all these vanish in presence of established fact. Facts are stubborn things, against which preconceived opinions will surely be dashed in pieces.

1st. In 1598, about eight or nine years after Shakespeare went to London, Francis Meres published a work entitled "The Wits' Treasury." The object of the publication was to give an account of contemporary authors and their works, and, it is in evidence, that he did this work happily and well. He writes from large knowledge, and the most ample opportunities of verifying every statement of fact. The following is his estimate of Shakespeare, as an *author*, not as an actor: "As Plautus and Seneca are accounted best for Comedy and Tragedy among the Latins, so Shakespeare among the English is most excellent for both kinds for the stage. For comedy, witness his *Two Gentlemen of Verona*, *Love's Labor Lost*, *All's well that ends well*, *Midsummer Night's Dream*, *Merchant of Venice*, *Comedy of Errors*. For tragedy, his *Richard Second*, *Richard Third*, *Henry Fourth*, *King John*, *Romeo and Juliet*, *Titus Andronicus*."

In this extract from the writings of a man who knew Shakespeare in the very middle of his career, we have twelve dramas expressly attributed to Shakespeare, accompanied with highest praise. No rival in the dramatic art, and he had many violent ones, ventured on the bold ground of modern critics, who charge Shakespeare with being a purloiner and literary thief. His contemporaries boldly asserted his authorship, none doubted or denied it.

2d. The actors, also, who were associated with Shakespeare in a company chartered by King James in 1603, are competent witnesses with respect to the authorship of these dramas. Two members of this dramatic company, and intimate friends of Shakespeare, in 1623, seven years after the death of the great dramatist, collected his thirty-seven dramas into an edition known as the Folio edition, the first complete publication of his works.

In their dedication of the Folio to the Earls Pembroke and Montgomery, Heminge & Condell use the following words respecting their dead friend and fellow-actor: "We have collected them, and have done an office for the dead, only to keep the memory of so worthy a friend and fellow alive, as was our Shakespeare, by humble offer of his plays to your most noble patronage." And in their address to readers they say: "It had been a thing, we confess, worthy to be wished, that the *author himself* had lived to set forth and oversee *his own writings*. . . . He was a happy imitator of Nature, and a most gentle expresser of it." Another reason they assign for the publication is, that "the public had been abused by divers stolen and surreptitious copies, deformed by frauds and stealths of ingenious impostors."

If these men, fellow-actors, and friends of closest intimacy, are to be believed, then Shakespeare was the author of these collected plays of the Folio edition. They assure us, not only of the fact of authorship, but also of his transcendent ability as a play writer. This question of his ability to write these plays, is conclusively met by their assurances that "he was a happy imitator of nature and a gentle expresser of it." "What he thought, he uttered with that easiness that we have scarce received from him a blot in his papers." These literary executors of the great dramatist evidently had his manuscripts in possession, and vouch for their authorship and accuracy. Had there been fraud or imposture, it could scarcely have escaped these men, who were in a position to *know* the truth of what they affirmed. In their esteem he was "*facile princeps*" among all authors of his time, and needed aid from none.

3d. There is another interesting source of information respecting our author, from one who was both a learned writer of plays and a boon companion of Shakespeare. Rare Ben Jonson and Shakespeare were accustomed to meet at a tavern for conviviality and for wit combats. If we bear in mind that Jonson was a rival of Shakespeare in literature, and received assistance from him, it will enhance the estimate that Jonson makes of him as a man and a writer. Says Jonson: "I loved the man and do honor his memory, this side of idolatry, as much as any. He was indeed *honest* and of an open and free nature. He had an excellent fancy, brave notions, and gentle expressions, wherein he flowed with that facility sometimes necessary that it

be stopped." In his verses on Shakespeare's death he speaks of "my beloved Wm. Shakespeare and what he hath left us." He also puts him above all his contemporaries as a writer, and even above Æschylus, Sophocles, Euripides, Aristophanes, and Terence, classical writers of drama, whose works he idolized.

Besides, when the Folio edition, already mentioned, was published, Jonson wrote the lines of dedication, which breathe the most admiring esteem for the literary ability of Shakespeare, and directly vouches, by the authority of his own great name, for the genuineness of the dramas published in the name of Shakespeare. So full and conclusive is this testimony of contemporary writers to the genius and power of England's great dramatist, that Coleridge sums up the facts as follows: "His excellencies compelled his contemporaries to seat him on the throne of fame as *the* dramatic poet of England, although there were giants in those days contending for the same honor."

Such is a partial view of the contemporary history respecting the genius and dramatic superiority of Shakespeare. Many other interesting notices of him have been handed down to us, all breathing the same spirit of admiration of his colossal greatness. With all these unquestioned facts, it seems quite ridiculous to call the meagre statement of Shaw's literature "all that we can certainly know about Shakespeare."

Passing from the historical to the internal evidence, it is credible that Shakespeare had both the genius and poetic gifts to produce the dramas which are ascribed to him. So far as I know, no one doubts that he was the author of several poems extant, such as *Venus and Adonis*, *Sonnets*, *The Rape of Lucrece*, etc. In the dedication of the first to the Earl of Southampton, he calls it "the first heir of his invention," vowing thus to take advantage of all idle hours, until he might "honor his patron with some graver labor," meaning, no doubt, by his graver labors, his dramatic writings. In these, his earliest works, the subject of love and the passions are handled with the same exuberant fancy, the same verve and happy phraseology so conspicuous in the dramas. No appreciative reader of these poems can fail to mark the freedom and grace of expression, the easy handling, the rich vocabulary, the happy conceits, and similarity of expressions that distinguish the dramas of Shakespeare. These qualities, so eminent in Shakespeare's shorter poems, place him, in

the estimation of critics, alongside of Spenser as a poet, and prove his gifts to have been of the highest order. The Latin learning and the wealth of allusion in these poems are especially noteworthy as throwing light on his classical studies. Of his Sonnets Wordsworth vents the opinion, that "in no other part of the writings of this poet can be found, in equal compass, a greater number of exquisite feelings felicitously expressed." We may not be able to trace all the steps that led to this culture and grace of expression, but we have satisfactory proof that in them he excelled all his contemporaries, and we establish the fact of his poetic ability to produce the dramas ascribed to him.

It is also to be observed that no more dramas, such as these, were produced after the death of Shakespeare. Coincident with his death, the cunning brain ceased to weave these marvels of imagination, and "to hold the mirror up to nature." Had these dramas been the works of other hands, it is scarcely credible that with their immense popularity they would not have been continued, in obedience to a public demand. The fact is, "Shakespeare was the soul of the age," as Jonson calls him, and when that soul passed, the light of genius that irradiates these works was quenched. That "true Promethean fire has never been relumed," and probably the world will never produce another Shakespeare.

And finally, if we inquire into the probability of these dramas having been the works of any contemporary writer, and especially of Bacon, there is no sufficient evidence to establish the claim of either. It is improbable that any contemporary play writer produced them. Their authorship gave fame and money, and any impudent claimant of the fame and gain would have challenged an exposure of his imposture. But no suspicion is even hinted, that these are the works of any other than Shakespeare.

Nor is it probable that Bacon wrote them, and gave them to Shakespeare for the stage. There are weighty reasons, in my opinion, that forbid the supposition. The difficulties in the way of Shakespearean authorship are far less formidable than those in the way of Bacon's authorship.

The first obstacle is the psychological one. Bacon was eminently a philosopher in his mental bias. His search was for truth. At the early age of fifteen he planned his greatest work. Unlike Lord Byron, he wrote no juvenile poems. He was se-

date, thoughtful, and *fruit* was the grand purpose of his philosophy. Such a bias of mind, and habit too, was quite antagonistic to the creative ends of the poet. The poetic gift and the philosophic spirit are incompatibilities. The province of poetry is to produce illusions; the aim of philosophy is to arrive at truth.

Besides, in the plays themselves, there are opinions expressed and advocated out of all harmony with the opinions and beliefs of Bacon. None knew better than Bacon "how to crook the pregnant hinges of the knee where thrift may follow fawning," hence when he speaks of his sovereign, James the First, he extols his learning and erudition, for on these qualities the king prided himself most. But Shakespeare, with his practical good sense, places James' glory in "the peace, plenty, love, truth and terror that were the servants of this chosen infant." Henry VIII, Act 5, Sc. 4. This is not at all in the vein of Bacon, and is plainly the utterance of another.

Again, it was impossible for Bacon to have written the tragedy of Lear, probably the most powerful and imaginative of all of Shakespeare's works. There runs through this incomparable tragedy the decline of a passionate nature into disorder, strangeness, madness, and then a recovery from the malady by a system of therapeutics entirely disbelieved in and despised by Bacon.

Bacon believed madness was a demoniacal passion; Shakespeare represents it as functional derangement. Bacon would cure it by cruelty or incantations; Shakespeare by soothing remedies, care and quiet.

Bacon held to the common belief of his time; Shakespeare anticipated the humane treatment of modern times for this class of unfortunates. Bacon's belief made it impossible for him to develop such a train of psychologic facts as is found in Lear; and the strain of the tragedy is a confutation of the hypothesis of Baconian authorship.

The absence of all posthumous notices of his dramatic works, his cast of mind, his known opinions, his relation and method with his sovereign, and all absence of biographical proof, must make it forever impossible to establish the probability that Bacon was the author of the plays known as Shakespeare's.

The greatest fault is to be conscious of none.

ECONOMY IN TEACHING ARITHMETIC.

ELI F. BROWN.

ALL portions of the Arithmetic are not equally important. Some of its divisions may be profitably omitted from the ordinary elementary course, and if treated at all, be considered in a higher course. By omitting some of the less essential parts greater opportunity will be afforded for a thorough mastery of the more fundamental portions. The authors of arithmetical text-books seemingly include many things for the sake of completeness, but the fact that they are thus inserted by the author is not sufficient reason for causing the pupil to learn the whole in the order of its succession and with equal exhaustiveness.

Those portions to which attention should be particularly directed because they are employed in the chief applications of Arithmetic are: The abstract operations in both integers and decimals; denominate numbers, involving reductions, and the mastery of Avoirdupois weight, liquid and dry measures, long measure, and some intelligent treatment of surface and cubic measurement; simple fractions; the first three cases of percentage; interest; and analysis of problems in all of the foregoing.

The portions which may be omitted until the pupil is thoroughly competent in those just mentioned, are: Greatest common divisor; least common multiple; complex and intricate combinations of fractions; fully one-half the tables ordinarily given under denominate numbers; the uncommon cases of percentage; commission; partnership; discount; ratio and proportion; involution and evolution; series and mensuration.

Further economy in the work of Arithmetic may be found in *singleness of method*. There is certainly a best method for performing every typical operation in numbers, which method ought to be taught first. Having taught a pupil the best method, it does seem needless and wrong to consume his time and confuse his thought in teaching him a second method for the same operation. Teach *one* method well, and let the matter rest. To illustrate this point take the subject of simple interest. Teach the definition of interest, and of the terms employed, which terms may be represented: P, principal; R, rate; T, time; I, inter-

est. It is now necessary to teach the relations these terms bear to each other :

$$P \times R \times T = I.$$

$$P \times R \times \text{years} = I., \text{ for any number of years, at any rate.}$$

$$\frac{P \times R \times \text{months}}{12} = I., \text{ for any number of months, at any rate.}$$

$$\frac{P \times R \times \text{days}}{360} = I., \text{ for any number of days, at any rate.}$$

If the pupil is master of decimals he can by the formulas above determine the interest on any principal, for any time, at any rate. The method here indicated may not be the best for particular cases, but it is a good method for all cases, and is therefore such a method as the pupil needs to master.

The reverse operations in interest may be taught in the same general method :

$$I. = P \times R \times T.$$

$$\frac{I.}{P \times R} = T.$$

$$\frac{I.}{R \times T} = P.$$

$$\frac{I.}{P \times T} = R.$$

Further economy may be practiced by selecting clear, easy cases in explaining principles. When the pupil is attempting to understand the principle involved in an operation his mind ought not to be burdened with difficult numerical combinations. After he comprehends the principle and method he may grapple effectually with more difficult applications.

If in addition to these general methods of making easy and effectual the instruction, definite lessons are assigned and recited, and the pupil accustomed to frequent extemporaneous tests and practice in principles involved, the work will prove to be productive of enduring and satisfactory results.

INDIANAPOLIS HIGH SCHOOL.

In most discussions we love ourselves better than our cause ; and seek less to have it valued than ourselves.

SHALL AND WILL.

THERE are, perhaps, no two words in the language which are more frequently confounded or used inaccurately than *shall* and *will*. Certain it is, that of all the rocks on which foreigners split in the use of the Queen's English, there is none which so puzzles and perplexes them as the distinction between these little words. Originally both words were employed for the same purpose in other languages of the same stock with ours; but their use has been worked out by the descendants of the Anglo-Saxons, until it has attained a degree of nicety remarkable in itself, and by no means easy of acquisition, even by the subjects of Victoria or by Americans. Every one has heard of the Dutchman who, on falling into a river, cried out, "I will drown, and nobody shall help me." The Irish are perpetually using *shall* for *will*, while the Scotch use of *will* for *shall* is equally inveterate and universal. Dr. Chalmers says: "I am not able to devote as much time and attention to other subjects as I will be under the necessity of doing next winter." The use of *shall* for *will*, in the following passage, has led some critics strongly to suspect that the author of the anonymous work, "Vestiges of Creation," is a Scotchman: "I do not expect that any word of praise which this work may elicit shall ever be responded to by me; or that any word of censure shall ever be parried or deprecated." This awkward use of *shall*, we have seen, is not a Scotticism; yet it is curious to see how a writer who pertinaciously shrouds himself in mystery may be detected by the blundering use of a monosyllable. So the use of the possessive neuter pronoun *its* in the poems which Chatterton wrote and palmed off as the productions of one Rowley, a monk in the fifteenth century, betrayed the forgery, inasmuch as that little monosyllable *its*, now so common and convenient, did not find its way into the language till about the time of Shakespeare. Milton never once uses it, nor, except as a misprint, is it to be found anywhere in the Bible.

Gilfillan, a Scotch writer, thus uses *will* for *shall*: "If we look within the rough and awkward outside, we will be richly rewarded by its perusal." So Alison, the historian: "We know to what causes our past reverses have been owing, and we will have ourselves to blame if they are again incurred." Macaulay observes that "not one Londoner in a thousand ever misplaces his *will*

and *shall*. Doctor Robinson could, undoubtedly, have written a luminous dissertation on the use of these words. Yet, even in his latest work, he sometimes misplaced them ludicrously." But Dr. Johnson was a Londoner, and he did not always use his *shalls* and *wills* correctly, as will be seen by the following extract from a letter to Boswell in 1774: "You must make haste and gather me all you can, and do it quickly, or I *will* and *shall* do without it." In this anti-climax Johnson meant to emphasize the latter of the auxiliaries. But *shall* (Saxon, *sceal-decesse est*), in the first person, simply foretells; as, "I shall go to New York to-morrow." On the other hand, *will*, in the first person, not only foretells, but promises, or declares the resolution to do a thing; as, "I will pay you what I owe you." The doctor should have said: "I shall and will do without it," putting the strongest term last.

The confusion of the two words is steadily increasing in this country. Formerly, the only Americans who confounded them were Southerners; now the misuse of the words is stealing through the North. *e. g.*, "I will go to town to-morrow, and shall take an early opportunity of calling on your friend there." "We will never look on his like again." A writer in a New York paper says: "None of our coal-mines are deep, but the time is coming when we will have to dig deeper in search of both coal and metallic ores." Again, we hear persons speak thus: "Let us keep a sharp lookout, and we will avoid all danger."

Shakespeare rarely confounded the two words; for example, in "Coriolanus":

"*Cor.*—Shall remain!

Hear you this Triton of the minnows? mark you

His absolute '*shall*'?"

Again in Antony and Cleopatra:

"*Meno.*—Wilt thou be lord of the whole world?

Senator.—He shall to the market-place."

Wordsworth, too, who is one of the most accurate writers in our literature, nicely discriminates in his use of *shall* and *will*:

"This child I to myself will take;

She shall be mine, and I will make

A lady of my own.

The stars of midnight shall be dear
To her; and she shall lean her ear
In many a secret place,
Where rivulets dance their wayward round,
And beauty born of murmuring sound
Shall pass into her face."

In the last passage determination is expressed, and therefore *shall* is properly used.

When the Bible was translated, the language was in a state of transition; hence we read in Kings ii.: "Ahab shall slay me," for *will*. In Genesis xliii. 3-5, the two words are nicely discriminated.

The general rule to be followed in the use of the two words is, that when the simple idea of future occurrences is to be expressed, unconnected with the speaker's resolve, we must use *shall* in the first person, and *will* in the second and third; as, "I shall die, you will die, he will die;" but when the idea of compulsion or necessity is to be conveyed—a futurity connected with the will of the speaker—*will* must be employed in the first person, and *shall* in the second and third; as, "I will go, you shall go, he shall go." "I shall attain to thirty at my next birthday" merely foretells the age to which the speaker will have reached at his next birthday; "I will attain to thirty at my next birthday" would imply a determination to be so old at the time mentioned. "You shall have some money to-morrow" would imply a promise to pay it; "you will have some money to-morrow" would only imply an expectation that the person addressed would receive some money.

The Edinburgh *Review* denounces the distinction of *shall* and *will*, by their neglect of which the Scotch are so often betrayed, as one of the most capricious and inconsistent of all imaginable irregularities, and as at variance not less with original etymology than with former usage. Prof. Marsh regards it as a verbal quibble, which will soon disappear from our language. It is a quibble, just as any distinction is a quibble to persons who are too dull, too lazy, or too careless to comprehend it. With as much propriety might the distinction between the indicative and subjunctive forms of the verb, or the distinction between *farther* and *further*, *strong* and *robust*, *empty* and *vacant*, be pronounced a verbal quibble. Sir Edmund W. Read has shown that the dif-

ference is not one that has an existence only in the pedagogue's brain, but that it is as real and legitimate as that between *be* and *am*, and dates back as far as Wickliffe and Chaucer, while it has also the authority of Shakespeare.—*Matthews*.

PRACTICAL (?) EDUCATION.

C. A. FYKE.

SO MUCH has been said of late by prominent educators about practical education, that I am constrained to think that the primary object of an education is being overlooked in this undue haste of which this age is peculiarly characterized. In consequence of this haste to launch into the activities of life and treasure up its rewards, the student selects the shortest possible route, taking in the so-called "practical branches," and hopes, by this "short cut" and early application to his chosen profession to gain eminence, while his class-mate who is not grasping for the practical part of the curriculum, but is seeking for a thorough and symmetrical development of his intellect, is wasting his time delving down into the labyrinths of an unpractical science or language. This is one of the most striking errors of the educational tendencies of to-day. Such a course acts upon the intellect like a northern climate upon southern fruit; owing to the shortness of the season, they never more than half ripen.

Education is not the mere treasuring up of a supply of book-knowledge, to be brought out of its store-house on occasions when the actual business of life shall demand it, but a symmetrical development of our being—mental, moral, and physical—which will enable us to grasp and appropriate to use, all principles and truths within the reach of our mental capacity. As the pupil, by learning to read, is getting a key by which he will be able to unlock the great store-house of knowledge, found in the innumerable good books of our libraries, so the student, by a systematic and thorough development of his mental faculties, comes into possession of a power which enables him to digest the thoughts and actions of this great world of ours, and make them a part of his individual nature.

An education of this kind is a valuable acquisition, and costs a great deal of hard labor and valuable time, but it is a profit-

able investment, especially to the professional man. But how few there are who think they can spare the time and money to secure such mental developments before they engage in business or study for a profession. The various professions are said to be crowded with applicants for admission, and none more than the profession of teaching, and yet there is a demand for scholarship and culture in every profession. There is plenty of room near the top, and the well disciplined minds, if they have the natural ability, will most surely reach those positions, and leave, far behind, the seekers after the "practical" in the college curriculum.

This same spirit of haste is noticeable, in a marked degree, in the earlier stages of school life.

In too many cases pupils in schools where there is an established course of study pursue it reluctantly, because it contains certain branches which they do not expect to use in after life, although the "unpractical" branches may be fifty per cent. better than the "practical" for developing and strengthening the mind.

What we need most at the present time is disciplined minds and well developed characters. Education is being valued too much as a means to an end, and thus the professions are being reduced to mere trades. When the young man has treasured up a sufficient amount of indispensable knowledge to pursue his chosen calling, he launches out into its duties (if perchance he finds any) expecting that success will attend his efforts, no matter whether he has been thoroughly fitted for the work or not.

BUTLER, IND., July 8th, 1880.

HOW CAN PRIMARY CHILDREN BE INTERESTED?

WHEN a child commences school life, at the age of six, he has sense perception, and imagination highly developed, but his reasoning power has received very little cultivation. If we wish to get and hold his attention, we must present something to him which will appeal to the first two faculties mentioned.

We have but little trouble interesting our primary children while they are reciting, but what to do with them while the teacher is busy with another class, is not so easy.

"It will not do to give a child his alphabet and tell him (as was formerly done) to study those letters. Even if he knew *what* the teacher meant by studying, he would not know *how* to do it. Endeavor to give the child some objective work, something that he can see and handle.

Shoe pegs may be put to a variety of uses by the children, which will be found interesting and instructive. All number work may be made with them. The tables of the "Grube Method" are easily so formed. Of course the teacher should have the tables placed on the board, using, not figures, but straight marks, so that the children may copy them on their desks. If the "Grube Method" is not used, tables can easily be formed by the teacher thus: $11+11=1111$, $111+11=11111$, and so on.

The pegs may also be used in forming designs, composed only of straight lines. Squares, oblongs, triangles, diamonds, and various other shapes may be made with them; and then these figures so combined and arranged as to make very pretty designs.

It is surprising how quickly the pupils will learn to make an exact copy of such work, and how very soon they will learn to make original designs.

Different colored cards, cut in any shape, are used in the same manner as the pegs. The cards will teach an additional lesson, that of combining colors. Cigar splints and wooden tooth-picks are also good to be used in this way.

But if kept at this kind of work long at a time, the children will soon weary of it and become restless or idle. Then have each one provided with a slate and a good pencil, and have work on the board especially adapted to be copied upon their slates, such as figures, or some simple tables made with figures, as—

$$1+2=3$$

$$3+2=5$$

$$5+2=7 \text{ and so on.}$$

After these tables are learned, it is a good idea to erase one of the three figures in each line, allowing the pupils to fill the blanks.

When the class has learned to form some of the script letters on the slates, have them copy simple words, composed of these letters. If the teacher can get alphabets printed on card-board, that will make a very profitable exercise for her primary classes. About five alphabets should be allowed for each pupil. The

strip on which the letters are printed should be cut so that each letter will be on a card by itself. With these the pupils can spell quite a number of words, copying either from books or from the black-board.

In some such ways as have been suggested our primary children may be kept busy, quiet, and consequently happy.

A PRIMARY TEACHER.

PHILOSOPHY OF THE TIDES.

T. J. LEGG, LOGANSPORT.

WE have often been asked why the attraction of the moon creates a tide on the side of the earth next to it, and at the same time creates a tide almost equally high on the side furthest from it.

That the moon attracts the waters on one side of the earth and repels them on the opposite side, is absurd. That the waters around the poles, that are less affected by the moon's attraction than those directly opposite the moon, and that they press toward the equator equally in two opposite directions and therefore cause the tide on the opposite side from the moon is equally absurd. What then does cause the "opposite" tide? It is a law in physics that every body of matter arranges itself around a point within; and if all parts of the body are of equal density and not attracted by any foreign body, the point within will be the geometrical center of the body. If different parts of the body be of different density the point within around which the particles of matter arrange themselves, will be the material center of the body. If any part of the body be detached the particles of the remaining body at once arrange themselves around a new geometrical or material center. Bodies of matter attract each other inversely as the squares of their distances. Thus the sides of bodies nearest each other are attracted most. This is equivalent to the detachment of a portion of that part of the body most attracted. The particles of the remaining portion of the body not so affected by the attraction or detachment will at once according to the law arrange themselves around a new material center. The same law is applicable to the detached portion.

The earth and moon attract each other and are subject to the same laws of attraction that govern all matter. The moon's attraction partially neutralizes the terrestrial gravitation of those parts of the earth nearest to it, and they are therefore lighter or have less specific gravity, and the mobile waters are crowded or heaped up by the lateral pressure of the heavier and less affected waters around them.

But why do not the waters on the further side of the earth from the moon press with even greater violence toward that side of the earth most affected by the attraction ?

The answer seems plain. The lunar ebb tide would always be near the great circle of lunar illumination were it not for the obstructions of continents and islands. Terrestrial gravitation is greater than lunar or solar attraction so far as particles of matter on the earth are concerned. The earth is actually but one globe, but so far as attraction and gravitation are concerned, it is practically two globes, of nearly the same size, the outlines of which are partially within and partially without each other; and the great circle of lunar illumination marks the line of intersection so far as the lunar tides are concerned. According to the law the particles of the spherical half of the earth most affected, arrange themselves around a new center nearer the moon than the material center of the *whole* earth; and those particles of the spherical half least affected arrange themselves around a new center further from the moon than the material center of the *whole* earth. The lunar tides on opposite sides of the earth are the material outlines of these practical spheres. The opposite sides of these practical spheres from the lunar tides, are as far beneath the actual surface of the earth as the tides rise above the general level.

What is true in respect to the lunar tides, is also true of the solar tides. When the solar and lunar attractions act together, the resulting tide equals the sum of the solar plus the lunar tide, and the flood is correspondingly high and the ebb correspondingly low.

The direction of the tides is from west to east. The solar tide passes around the earth in exactly the same time that the earth makes the revolution around the sun. The lunar tide passes around the earth in exactly the same time that the moon makes its revolution around the earth. The moon revolves in an east-

erly direction. The earth rotates in the same direction, and a given meridian of the earth passes opposite the moon fifty-two minutes later each day. The solid, immovable portions of the earth beneath the surface of the sea pass under the tides, instead of the tides passing over them. The higher tides along the eastern shores of continents and large islands are caused by the immovable land portions coming in contact with the mobile waters and heaping them up. The directions of the tides are modified by the relative positions of the earth and moon, and by deflections caused by the interposition of continents, islands and reefs.

THE DISTRICT SCHOOLMASTER.

JOSH BILLINGS speaks of this much-abused personage as follows: "There iz one man in the world to whom I always take of mi hat, and remane uncovered until he gits safely by, and that iz the distrikt schoolmaster. When I meet him I look on him as a marter just returned from the stake or on his way to be cooked. He leads a more lonesum and single life than an old batchelor.

"He iz remembered just about as long affecshinateli as a gide-board iz by a travelin pack pedlur. Iff he undertakes to make his scholarz luv him the chances are he will neglect their lurnin, and iff he dont lick 'em now an then pretty often, they will soon lick him. The distrikt schoolmaster ain't got a friend on the flat side ov the globe. The boys snowball him durin' recess, the girls put water in his hair-die, and the school cummitty makes him work for half the money a bartender gets, and board him round the naborhood, where they give him rye coffy sweetened with molasses tew drink, and codfish-bawls three times a day for vittles.

"Talk tew me about the pashunce of the ancient Job; Job had pretty plenty uv biles all over him; no doubt they were all uv one breed. Every young one in a distrikt skule iz a bile uv a different breed, and each young one needs a different kind of poultiss to get a good head on him. Every man who has kept distrikt school for ten years, and haz borded around the nabor-

hood, ought to be mager general, and have a penshun for the rest uv hiz natural days, and a hoss and wagon to du his goin' round in."—*Teacher.*

THE EDUCATION OF ENGLISH GIRLS.

ENGLISH girls are taught—or were in my time—by a kind of system which tends to multiply “accomplishments” rather than useful knowledge. A certain routine of teaching is gone through, and you come out of the school-room with a society varnish intended to do duty until marriage, at which period custom allows you to dispense with surface accomplishments, and devote yourself to the realities of life, mitigated as they are for the well-to-do. On the other hand, the moral atmosphere of the English home education is superior to that of American education in general. Girls are less forward and more respectful; they grow into women more slowly and ripen better; they are physically stronger, and therefore have simpler tastes; and as to society, they do not know what it means before at least the age of seventeen or eighteen. American girls have certain advantages, however, which custom denies young Englishwomen of good position: they are not forced by an unwritten law to go into society and play their part in it, while the English girl has no choice. The “upper ten thousand” must marry or become “blue-stockings” before the world agrees to let them alone. A young married woman may, if she choose, plead home duties as an excuse for a quiet, useful, pleasant, and studious life, uninterrupted by any but the necessary “county” civilities, which are not very burdensome; but young girls are not supposed to have such duties. Parents, even when sick themselves, are loath to let the chances of the London season pass by their daughters, and depute any safe chaperon, the nearest female relation if possible, to take their girls to all the balls and parties. The rudimentary education furnished to women of the higher classes has perhaps something to do with the prevalence of “fastness” among a part of them, while to others it becomes the base of a real, later self-education, the growth of reading, observation, and thought.—*August Atlantic.*

TEACHING GEOGRAPHY.—The following condensed directions are from the pen of Supt. Swett, of California :

1. Teach beginners in the primary classes by making them familiar with the local geography of the place in which they live.
2. Next, extend these lessons to the surrounding country, and question pupils about all the places that they have ever seen or visited in their travels.
3. Use the school globe daily for several weeks, teaching your pupils the grand divisions, the oceans, the equator, the poles, etc. Send every pupil by turn to the globe.
4. In using the ordinary text-books, have the whole lesson read aloud in the class, but require pupils to memorize only the leading facts.
5. With young pupils, require map questions to be read and answered, first, with open book, and afterward from memory.
6. Supplement the text-book lessons with interesting descriptions, given orally, or read from some suitable book, such as Swinton's Elementary Geography, or Miss Hall's Our World.
7. Train pupils on the geography of the State in which they live; then on the section of our country of which their State is a part, and, finally, on the United States as a whole.
8. Do not attempt to burden the minds of the pupils with the details of all the different States as fully as they are given in the text-books. The sensible teacher will omit all that properly belongs to the local geography of States, other than that in which the pupils reside.
9. Do not expect your pupils to know more of a subject than you would know without the use of a book.
10. Select leading facts that ought to be known, and omit minute details that are memorized only to be forgotten in a week.
11. Take frequent reviews on the main outlines of geography.
12. Let pupils associate some idea with the name of every place learned.
13. Short, descriptive compositions about countries will be found exceedingly valuable.—*Nat. Jour. of Ed.*

One who is contented with what he has done, will never become famous for what he will do.

COMMENTARY ON THE SCHOOL LAW OF INDIANA.

8

VIII.

TOWNSHIP GRADED SCHOOLS, AND JOINT GRADED AND DISTRICT SCHOOLS.

THE LAW.

SECTION 10. The trustees * * * may also establish graded schools, or such modifications of them as may be practicable, and provide for admission into the higher departments of the graded schools, from the primary schools of their townships, such pupils as are sufficiently advanced for such admission.

||SEC. b. The school trustees of two or more distinct municipal corporations for school purposes shall have power to establish joint graded schools, or such modifications of them as may be practicable, and provide for admission into the higher departments of their graded schools from the primary schools of their corporations such pupils as are sufficiently advanced for such admission; said trustees shall have the care and management of such graded schools, and they shall select the teachers thereof. They shall have power to purchase suitable grounds for such graded schools and erect suitable buildings thereon, and the title to all such property acquired for such purposes shall vest jointly in the corporations establishing the graded schools.

AN ACT to entitle the trustees of two or more adjacent counties and townships to form a new school district and to build a school house therein, and fixing the manner in which such expense shall be borne. [Approved March 6th, 1877.]

SECTION 1. *Be it enacted by the General Assembly of the State of Indiana,* That the trustees of two or more adjacent counties or townships may establish a new school district and build a school house therein, at the joint expense of their several townships, whenever in their judgment it shall appear necessary for the better accommodation of the people of their respective townships: *Provided,* That such necessity must be set forth in a petition of the persons making the request; such petition to be presented to each of said trustees; and said trustees shall, at the time agreed upon by them, not less than ten days, nor more than thirty days from the time of receiving such petition, hold a joint meeting, for the purpose of declaring whether such petition shall be granted, and take such further action as the case may require.

SEC. 2. Each township shall bear such part of the expense of establishing such joint district school, as the number of children of school age residing in each township, and attaching themselves to said new district at the time of the formation bears to the whole number of children of school age, who are attached to said district at its formation, and each township shall assume its share of the debt so incurred. But when said school shall be established, it shall be supported by the township in which it is established, in the manner already prescribed by law.

SEC. 3. It is hereby declared that an emergency exists for the immediate taking effect of this act, therefore the same shall take effect and be in force from and after its passage.

COMMENTS.

1. *A Graded School Defined.*—As contemplated by this law, a graded school is a school into which pupils of a certain degree of advancement are admitted, while pupils of a different degree of advancement are excluded. As a graded school is a school of two or more departments or rooms, in one of which pupils of a certain degree of advancement are admitted, and in another room pupils of another degree of advancement are admitted. Each room in a graded school is usually presided over by one teacher, but it may receive several grades or classes of pupils. For example, a house of three rooms may be built for a graded school, and the pupils may be divided into nine classes, and three classes sent into one room, three into another, and three into a third. This would be a graded school. Or a trustee may have several district schools, from each of which he takes several of the advanced pupils and places them in one room and in charge of one teacher in the center of the township. This would form a graded school as contemplated by the law. It may be remarked, however, that the greater the number of rooms in a graded school the more perfectly can the school be graded.

2. *How to Establish a Graded School.*—When a trustee decides to establish a graded school he should select a suitable site and make a record of the fact on his record book that he has determined to establish a township graded school on the site selected. The house can then be built and paid for out of the special school revenue of the township in the same way that the district school houses are built and paid for.

3. *When to Establish a Graded School.*—"As to the time when a graded school should be established for any given township, no definite directions can be given. There are too many local elements to admit of any special directions. It is, however, safe to say that whenever there are pupils in the township whose advancement is such that the district schools can not furnish them instruction, at that moment begins the need of a township graded school, furnishing instruction of a higher grade. The trustee must, however, be satisfied that the number of such pupils is sufficient to justify the establishment of such a school before providing the same."

4. *An Argument in favor of Township Graded Schools—Corrected from my Report of 1876.*—One hundred and twenty-seven township graded schools have already been established in the State. These are distributed in fifty counties as follows, viz:

9 counties have 1 each.....	9
18 counties have 2 each.....	36
8 counties have 3 each.....	24
4 counties have 4 each.....	16
2 counties have 5 each.....	10
2 counties have 6 each.....	12
5 counties have 7 each.....	35
1 county has 9.....	9
1 county has 12.....	12
1 county has 17.....	17
50 counties have	180

For a detailed statement see statistical tables of 1879.

These schools have been doing a good work in the townships in which they have been established, and I hope the time is not far distant when one will be opened in every township in the State. They would afford our country school teachers an opportunity to become better prepared for their work, and would form an educational center from which would go out an influence that would be of great advantage to the entire community. They would not only be a benefit to those who attend the school, but they would also relieve the primary schools to such an extent that much more efficient work could be done in them. Suppose, for example, that in a district school of forty-two scholars, three of them are so far advanced that they must be formed into a separate class, in all branches which they study. This class, formed of one-thirteenth of the pupils, will occupy as much of the time of the teacher as any other class in school. They cannot very well recite all the lessons they can prepare, in less than an hour and twenty minutes. Aside from recesses, the school is in session five and a half hours, or three hundred and thirty minutes per day. One-thirteenth of the school will take one-fourth of the entire time of the teacher, thus depriving the little ones of their due proportion of time. If this process is going on in all the schools of an average township, nine classes of three pupils each, aggregating twenty-seven pupils, are occupying the time of the teachers of the township just twelve hours per day. If these advanced classes could be taken out of the district schools and consolidated in a central graded school under one teacher, the result would be beneficial not only to the advanced classes, but also to the children who remained in the districts. In the township graded school, the upper classes would receive twice the attention that they could when in the district schools, and each of the nine teachers in the district schools would have 33 per cent. more time to devote to the children remaining with them. That the expenditure of money for a township graded school is in the interest of economy, no one acquainted with the facts can doubt.

5. *The Control of a Township Graded School.*—A township graded school is more exclusively under the control of the trustee than a district school is. The people of a township do not meet for school purposes, and no director is appointed for a township school. Hence the people have no right under the school law to prohibit the trustee from employing any teacher whom they are not satisfied with by the exercise of the peremptory challenge; nor can they order the trustee to introduce additional branches of learning, or dictate as to the time of commencing school, as in case of a district school. Appeals can not be taken to the county superintendent in regard to the location of a graded school as in the case of a district school. Aside from these exceptions the graded school is subject to the same laws as other schools. The teachers must hold a regular license and must be paid out of the same revenue as other teachers are paid, and they are subject to the same rules and regulations as all other teachers.

6. *Length of Term for Township Graded Schools.*—The provision of the law requiring all the schools of a township to be open an equal length of time does not apply to a township graded school; hence such a school may be kept open two or five months, while the district schools may be kept open for a longer time. It would manifestly be unjust, however, to run the graded school a longer time than the district schools. If a graded school should be run a less

number of months than the district schools, I think it would be just to permit the pupils of the graded school to attend the district schools when the graded school is not in session.

7. *Course of Study for Graded Schools.*—A trustee may arrange a course of study for his district schools and for his graded schools. In arranging the course he should provide for instruction in all the branches required by law in the district schools, if required, but he may undoubtedly insist that all those who demand instruction in additional branches or in higher books in the branches required by law, as higher arithmetic, for example, shall take these branches in the graded school.

8. *May be Established in a Building with a District School*—A graded school may be established in one room of a building and a district school in another room of the same building. In case this is done, the district school is subject to all the laws, rules and regulations governing other district schools. It does not itself become a graded school.

9. *The Pay of Teachers in Graded Schools.*—Question: Have township trustees the right to pay the principals of township graded schools from the school revenue for tuition?

Answer. Section 10 of the school law provides as follows: "The trustees shall take charge of the educational affairs of their respective townships, towns and cities, employ teachers, and shall establish and locate conveniently, a sufficient number of schools for the education of the white children therein, and build, or otherwise provide, suitable houses, furniture, apparatus, and other articles and educational appliances necessary for the thorough organization and efficient management of the schools. They may also establish graded schools, or such modifications of them as may be practicable, and provide for admission into the higher department of the graded schools, from the primary schools of their township, such pupils as are sufficiently advanced for such admission." Section 7 provides: "The school trustee of every township, incorporated town or city, shall receive the revenue for tuition which may be apportioned to his township, town or city by the State, for tuition in the common schools, and shall pay out the same for the purpose for which such revenues were collected and appropriated." The above mentioned act was approved in 1865.

The question turns upon whether the graded schools, clearly authorized by the above quoted sections, were regarded as common schools or not.

a. The term "common schools," as used in the school law, is evidently used to distinguish the public schools of the State which are or may be common to every township, town or city in the State. Hence, a township graded school is a common school, as it is open alike to all the children of the township who are sufficiently qualified for admission.

b. The very title of the act from which these sections are quoted, viz: "An act to provide for a general system of common schools," etc., shows that all the schools provided for in the act were to be regarded as common schools.

c. When this act was passed, there were no means provided for the payment of teachers of graded schools, except from the common

school revenue for tuition. Hence, it is fair to conclude that the law contemplated that they should be paid from this revenue. The passage of a subsequent act, by which trustees were authorized to make an additional levy for general purposes, in nowise abridged the previously existing power of the trustees.

We therefore conclude that township trustees have the right to pay principals and teachers of graded schools for all services which they render as teachers in such schools, from the school revenue for tuition apportioned by the State.

10. *Supervision of Joint Graded Schools.*—In establishing a joint graded school one township may join another, or a township may join a town or city. A joint graded school as to its management and as to its teachers, is subject to the same laws, rules and regulations as township graded schools, except that they are under the *joint* management of the school trustees of *both* corporations.

The teachers of a joint graded school should, however, attend the institutes of the county and the township in which the school is situated. They should also be subject to the supervision of the superintendent of the county in which the school is situated.

11. *Joint District Schools.*—When a joint district school is established in accordance with the act, approved March 6, 1877, the deed for the property should be in the name of both corporations interested, as in case of a joint graded school, but after the building is completed and paid for the partnership ceases, and the school house passes under the control of the trustee of the township within whose limits the house is situated. It would seem from the language of the statute that when such a joint district school is established, parents or guardians living in the vicinity would have the right to elect to send their children to such district school, even though it be out of their own township. Such a choice in reference to a joint district school would, however, generally necessitate several transfers. Transfers can not, however, be made except at the time of taking the enumeration. If the parents of twenty children heretofore enumerated in township A wished to send to the new house which happened to be located in township B, in July, for example, township B would thereby be defrauded, because the trustee of township A has already secured most of the tuition revenue belonging to the 20 children for the year. The proper way to settle the difficulty would be for the trustee of township A to pay to the trustee of township B the amount of the revenue for tuition belonging to the 20 children that is then in his hands, and also of that which may come into his hands in the subsequent January. The matter will thereafter adjust itself.

12. *Some Important Questions concerning Joint District Schools Discussed.*—Question: Monroe and Richland townships have decided to build a joint school house. The number of children forming this district will be about 45. Of this number about half, say 23, live in Monroe; the remainder, say 22, live in Richland. Of these 22 about half, say 10, have been transferred to Monroe. The remainder, say 12, have not been so transferred. The house will be located in Monroe.

How shall the enumeration of this district for this school year be determined? It can not be determined from the petition, as some will attach themselves to the district who would not sign the petition.

and probably some signed the petition who will not attach themselves to the district. The petition was presented since the enumeration was taken. Must a new enumeration be taken? If so, by whom? Does the simple act of granting the house transfer patrons living in Richland to Monroe for school purposes? If not, what steps shall they take to entitle them to free access to this school next winter?

What construction shall be placed upon "establishing," as used in sec. 2, of an act approved March 6, 1877 (see School Laws, page 78)? Does it mean the expense incurred in building and furnishing the house, or does it also include the expense of conducting the school for the present school year?

On the above supposition as to numbers, does Monroe bear 23-45 of the total expense of "establishing" the school, or does she pay 33-45 of it?

Answer: 1. The law is not very explicit as to the method of procedure in the case of which you speak. I believe that the only proper way to proceed, however, is for the trustees to meet as required by law, and establish or locate the school house. Public notice to the people in the vicinity of the site so selected for the school house should then be given, and such as desire to attach themselves to this new district should indicate their desire to their respective trustees, in some way to be agreed upon by the trustees. Persons can not be called upon to attach themselves to a district until they know where the school house is located. This is in accordance with the spirit of the former law.

The act to which you refer provides that the school house shall be paid for in proportion to the number of children "attaching themselves to said new district at the time of its formation." This should have read, "after its formation," and should be so construed, because persons can not attach themselves to a district that is not already formed. I do not think that the mere signing of a petition attaches persons to a district subsequently formed.

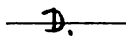
2. The cost of the house should be met on the basis of the number of children who, by their parents, attach themselves to the new district, without regard to any previous transfer. I think this process would make such a temporary transfer as would enable all the parties attached to such district to attend the school established. But I think a report of transfer of the remaining twelve in Richland township should be made to you by the trustee of Richland township next spring, in order to make your records complete.

3. But some of the tuition money drawn by the trustee of Richland township from the county treasury last June, and some of that which he will draw next January, certainly belongs to the twelve children who will be educated this winter by the trustee of Monroe township, and who are not now transferred to Monroe township.

This money, whatever it may be, should be paid over by the trustee of Richland township to the trustee of Monroe township. When the regular record of transfers is made up next spring, the matter will right itself thereafter.

I believe the course I have indicated is in accordance with the spirit and intent of the law. It certainly is in accordance with justice.

EDITORIAL.



SOCIETY TO ENCOURAGE STUDIES AT HOME.

About a year ago the Journal mentioned a new enterprise undertaken by a Miss E. F. Ware, of Milton, Mass., to encourage home study, and gave it simply as a matter of news, not supposing that it would result in anything worthy of a second notice. Miss Tichnor has been conducting a school on the same plan, and it has proved a most wonderful success. Large numbers of persons not able to go from home to attend school, and needing direction, help and stimulation to make home study profitable, have availed themselves of this school at long range. The following is Miss Tichnor's report for the past year:

"887 persons entered themselves for study, counting, with double and treble courses of study, 1,137 correspondences; 242 took the first rank—that is, achieved decided success; 347 were noted for their diligence, and 90 did passably well. Ladies to the number of 155 have been engaged in the actual work of the society, and 22 who were once students are now on the staff of teachers, and 4 are on the committee which controls the society. The correspondence for instruction exceeded 8,000 letters written to students and about the same number received from them. In the list of studies, English literature was selected by 417, history by 331, science by 143, art by 120, German by 50, and French by 40. The students are found in 37 States, besides Canada, Nova Scotia, and New Brunswick. The lending library, the books being sent by mail, consists of 920 volumes, of which only one has ever failed to come back, and 940 books have gone to 330 persons from Boston alone. The teachers give their services. The tuition fee is only \$2, and with an annual expense of \$1,732.64, Miss Tichnor is able to report \$491.87 in the treasury."

We have not heard from Miss Ware's enterprise, but hope it was equally successful. These efforts have been undertaken for the special benefit of young women, but it is to be hoped that worthy young men will not be shut out in the cold.

HOW MANY STUDIES?

About a year ago, in noticing the course of study for the Kendallville High School, the Journal doubted the propriety of attempting to carry on five parallel courses of study. A recent letter from Supt. Glenn contains the following in regard to that article: "You may now lay aside all doubts with regard to us, for we were not *then*, nor are we *now*, 'attempting' that work, but *doing* it, and our people say 'amen.' They do not doubt the propriety of it." He gives further assurances that the people heartily support the high school, and raise no question in regard to it.

The Journal will not take issue with Mr. Glenn in regard to the popularity of the Kendallville schools, but it fails to see any reason why he could not make them just as popular with the people if he required of the pupils a less number of studies. The Journal in the course of a long experience and extended observation has been unable to discover that the number of parallel studies pursued has anything to do with the popularity of a school.

The number of studies that a person can *most profitably* pursue at the same time, is yet a mooted question among our ablest educators. It is generally conceded that the child, before he has acquired the power to concentrate his thought, or even to give his attention to one thing long at a time, can profitably pursue a variety of studies. Rapid change from one thing to another is in accordance with the child mind. Hence the absolute necessity of a variety of exercises in a primary school. As the child grows older he gains control of his mind and can give attention to one thing a greater length of time; he can begin to study, and the mind passes less easily and less quickly from one thing to another.

After centuries of experimenting the fact has been pretty well demonstrated that the college student can not profitably pursue more than three studies at a time, and the Journal knows of no first-class college that recommends more.

The mind has certain powers and can do a given amount of work. Too frequent change wastes its energies; continued application to one thing wearies it. The "golden mean" is what should be sought, and this varies with the age and habits of the person. The Journal is strongly of the opinion that *three solid studies*, with perhaps one recitation that requires little or no preparation on the part of the pupil, are the maximum number of parallel studies that should be required of the average high school scholar.

Any thing on the merits of this question, from Supt. Glenn, will be gladly printed.

HOW TO FORM THE POSSESSIVE CASE.

When actively engaged in the school work we met with not a little difficulty in having boys and girls learn and *apply* the two or more rules generally given to form the possessive case. We finally devised a rule of our own, which was so simple and so comprehensive that we have frequently given it. It was once printed in the Journal, but it will bear repeating. It is this:

(1) Spell the word correctly; (2) add the apostrophe; (3) if euphony will admit of it, add also an *s*.

This rule is short, it is comprehensive, it covers both singular and plural nouns, it has no exceptions. The first and second parts of the rule apply in every case: whether the *s* is added or not can only be determined by the ear. If the addition of the *s* makes a hissing, unpleasant sound, it should be omitted.

This additional information may be given: Singular nouns, with but few exceptions, take the *s* in forming the possessive; when the *s* is written it should always be pronounced; in all cases in which it is pronounced it should be written. Example: The House that publishes Quackenbos's books sometimes print for the possessive Quackenbos', and sometimes Quackenbos's. The best authority undoubtedly requires the addition of the *s* after the apostrophe, and it should be pronounced in speaking the word; but if it is not written it should not be pronounced. Quackenbos' book should be read Quackenbos books.

WHICH JOURNAL?

The Journal calls attention to the fact that since January it has been giving its readers about *fifty-five* pages per month of reading matter, exclusive of advertisements. By comparing this with what most other papers give it will be seen that the Journal, although a little higher in price, is really the *cheapest* journal in the State. Instead of cutting down the price and crying *cheap*, CHEAP, CHEAP, the quantity of the matter has been increased and the quality improved. We ask teachers, who take a paper for the help it can give them, and not simply for the name of it, to carefully compare the matter found in the Journal with what is found in other papers before subscribing. The fact that the Journal never in its history had a larger subscription list than it has to-day, is a further proof that Indiana teachers can discriminate between *froth* and *brag* and true merit.

THE RIGHTS OF TEACHERS.

Teachers have some rights which even school trustees *ought* to respect.

1. When a teacher has worked faithfully and made a success of his school he thereby earns a *right* to be re-elected to the same place if he desires. It is true that in a *legal* sense the end of the school year closes the engagement, but faithfulness deserves reward, and wise and just trustees will always, other things being equal, give preference to their faithful and tried teachers. This demand is made not simply because it is justice to the teacher, and not simply because it is right on general principles, but also because it is in the interest of the schools. Experience is a valuable factor in a teacher. A teacher who is not worth more to a school the second year than he is the first ought not to have been employed the first.

2. A good teacher has a right not only to re-election, but to an *early* re-election. Even at this writing, late in July, more than a month after the close of schools, we can name places in which the trustees have not yet selected their teachers, and the old corps kept all this time on suspense. This is rank injustice. If teachers are to be retained they should be told so at once, if not they need all the more to know it, that they may find another place. In fact, unless there is some local reason to the contrary, a teacher who is not to be re-appointed should be so notified *before* the close of the schools, so that he can offer his resignation if he so desires. This remark applies to cities where re-election is the *rule*, and where *non-re-election* is almost equivalent to a dismissal. A teacher's reputation is his capital, and unless trustees desire to injure him they should give him a chance to leave their service without disgrace. Only last week, six weeks after the close of the schools, the trustees of a certain city in this State elected a *new* superintendent, and thus notified the man who had faithfully served them in that capacity for the past five or six years, that they did not require his services longer. He is now "afloat," all the desirable places having been filled. A school board has no right to thus add insult to injury.

3. School boards in looking after the interests of the people and the interests of the children should remember that teachers are a part of humanity, and that they should be neither over-worked nor under-paid, or otherwise imposed upon simply because they are in the power of the board.

CO-EDUCATION OF THE SEXES IN COLLEGES.

Within the memory of the writer not one college in the United States, that admitted gentlemen, admitted also ladies. Oberlin College, Ohio, made the first break. It admitted ladies and allowed them to take the "Regular Course" of study if they chose, but provided a "Ladies' Course," which most ladies selected. When a lady had finished the course of study and prepared her graduating essay, she was not allowed to appear "in public on the stage," but one of the Professors kindly read it for her. Very kind of him, was it not? The next college of any standing to open its doors to ladies was Antioch College, at Yellow Springs, Ohio, in 1853. It, under the presidency of Horace Mann, placed both sexes on exactly the same footing. No privileges or immunities were allowed one sex that were not granted to the other. Antioch never had a "Ladies' Course" of study. There was from the beginning but one course of study, and one standard of excellence for both men and women.

Two years later, in 1855, The North-Western Christian (now Butler) University was opened in Indianapolis, extending to both sexes the same educational advantages. It differed from Antioch in that for many years it sustained a "Ladies' Course."

Since that time colleges have from year to year opened their doors to women, till at present but few western colleges remain that do not admit both sexes, and the more conservative East is gradually falling into line. Even Harvard has opened its back door to women and admits them to examinations, and it is quite certain that in a few years they will establish the right to enter at the front door.

Indiana University was the first State institution ever opened to women. At present Wabash alone, of all the Indiana colleges, (except the Catholic schools) closes its doors against women; Hanover having, as we are informed, just decided to admit them—and we are glad to announce that the trustees of Wabash have the matter under advisement, and a committee that has the matter specially in charge will make a report on the subject next year.

The old arguments against co-education are, or rather *were*: 1. If women are admitted the college will become demoralized; both sexes will neglect their studies for each other's society; courtships will abound; scandals will arise; no prudent parent will permit a daughter to thus associate with young men when away from home. 2. To admit ladies means to lower the standard of scholarship; they have not the mental strength to compete successfully with young men. We can not lower our standard, and therefore, can not admit ladies.

Experience has so completely refuted both these arguments that they are not now often used. It has been demonstrated that bringing the sexes together

for educational purposes stimulates both to closer study and to more careful deportment. It has been further demonstrated that fewer cases of scandal arise in connection with institutions admitting both sexes than with those admitting but one. Woman's mental ability no one now questions.

The principal arguments now used against co-education (except by those who prefer to put their own *theories* against practical experience), are:

1. That women are not physically able to endure the continuous application necessary to successful competition with men without injury to their health.

2. That women and men of necessity must lead different lives, and work for the most part in different fields, and consequently need to pursue different courses of study to qualify them for their respective callings.

There is reason and force in each of these arguments. There is doubtless danger of injuring one's health, and the limited number of out-door exercises that a woman can engage in places her in greater danger than her brother is placed in, but there is no question but that a young woman, with care, can go through the college course and come out as robust as when she entered.

That the great mass of women do, and always will, find their chief work inside the home circle, is true, and that they need some special training for this work is true. It is also true that men need special training for the various employments they engage in. It is further true that the studies pursued in acquiring a general education should have some reference to such callings. But the great fact remains that the main object in study is not simply the facts learned, but the culture and development gained by the study. The development of mental power and of character are the great ends to be reached. Now whatever is good to develop a boy's mind is good to develop a girl's mind. What will give a boy culture will give a girl culture. A study that will make a man reason will make a woman reason.

It seems clear to us that a course of study broad enough to allow, in the latter part of the course especially, selections of studies to suit tastes and preferences of both sexes, will meet all the demands of a liberal education, for both sexes. These elective studies could and should be selected with reference to future occupation. Having solely in view that course which will develop the most manly men and the most womanly women, the writer believes thoroughly in *co-education*.

THOROUGHNESS IN EDUCATION.

In this fast age the tendency is to rush, to hurry, to get on in the world. Young men and young women are not content to thoroughly educate themselves, or to thoroughly qualify themselves for the calling they propose to follow, but rush into business at once. The substantial is lost sight of in a desire for the "practical." The "short cut" is sought and taken, though it may cost both experience and discipline.

Too many persons forget that the mind is an organism that *grows*, and grows according to fixed laws. It can assimilate knowledge and gain strength only so fast, and any attempt to crowd it beyond this capacity injures it. It either becomes a passive receptacle or it acquires the habit of *skimming*. The per-

son who expects to get a good education in a *short* time is laboring under a mistake. It can't be done. There is no "royal road," there is no patent normal method, there is no recipe, known to the living pedagogue, that will develop the human mind without making *time* a chief element.

The *length of time* it will take for the mind to accomplish a given amount of work and gain a given amount of culture is pretty well established, by not only years but centuries of experience. For example: After reaching a certain standard it takes the average mind about so long to master a college course of study, and there is no clap-trap method that will enable one to do it well in much less than that time. Certainly good methods and good teaching might shorten in some degree the time and increase the discipline of mind gained, but the chief part of the work is done in the mind of the student—it is a subjective operation and can not be pressed beyond a given limit. A teacher who proposes to teach all the Latin in "*one-half*" the usual time, or to "give in a course of *three* years more than the old foggy colleges give in *six*" is simply a—well, he is a—he's a deluded—well, it's never been done yet, *except on paper*.

Let no one be deceived, and let no one deceive the young whom he may advise. As a foundation for business, a profession, and especially for teaching, there is nothing that will take the place of a thorough college education. Especially should young teachers remember that they will need the solid foundation of a liberal education to build upon. A few terms in a normal school are a great deal better than nothing, but they can not supplant or do away with the necessity of the broad foundation.

This is not an argument against normal schools; the writer believes most heartily in them. He simply insists upon their doing thorough work and doing what they profess to do.

The argument is in favor of a broad education as a thorough preparation for any calling, especially for teaching, and insists that *time* is an essential element.

STATE FAIR—EXPOSITION.—We are glad to learn that quite a number of superintendents and teachers have made arrangements to contribute what they can to the educational department of the State Fair. Teachers are full of complaints because "outside" people do not take more pains to inform themselves as to the character of work done in our schools. The men who control the State Fair are not professional educational men, and yet they have a deep interest in education. They are making an effort to make an exhibit to the public, not only of the material products of the State, but also of the school products, and they ask the teachers to help them. Every person interested in popularizing the schools and in getting before the public some of the efficient work done in our 10,000 school houses, is interested in this educational display at the State Fair. Let every one do what he can. Material used at county fairs can be used again at the State Fair. For full directions and information, write to Hon John Sutherland, La Porte. State Fair will open in Indianapolis, September 27th.

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR JUNE, 1880.

WRITING.—1. Write all the looped letters, and tell how many spaces in height and width each occupies. 10

2. Name four characteristics of good penmanship, and indicate which of the four you regard as most important. 10

3. Begin with letter H and write ten capitals in alphabetical order. 10

4. How many and which letters are composed of the following lines, or repetitions of them? (/) 10

5. Describe how pupils should hold the pen. 10

Let the penmanship of the candidate as shown in the answers to the above be marked from 1 to 50.

ORTHOGRAPHY.—1. *a* What is the distinction between *linguals* and *liquids*? *b* Give two *linguals* and two *liquids*. $a=5$; $b=5$.

2. *a* What sounds has the letter *a*? *b* Give words illustrating each sound. $a=5$; $b=5$.

3. Syllabicate and mark the accent of *illustrating* and *corporal*. 2 pts., 5 each.

4. Write phonically, with the proper diacritical marks, *quotient* and *Hoosier*. 2 pts., 5 each.

5. Which rule of spelling is violated by spelling *traveler* with two *l's*? 10

6. Spell ten words pronounced by the superintendent. 5 for each.

READING.

"Promote, as an object of primary importance, instructions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it should be enlightened."—*Washington*.

1. Who and what was the author of the above extract? Where and when did he live? In what was he especially remarkable? 5 pts., 2 each.

2. Define *promote*, *institutions*, *diffusion*, *government*, *public opinion*. 5 pts., 2 each.

3. Select 5 words for a lesson in spelling and definition, giving reasons for your selection. 5 pts., 2 each.

4. What is meant by "as an object of primary importance," "institutions for the general diffusion of knowledge"? 2 pts., 5 each.

5. Express briefly, in your own language, the sentiment of the above extract.

Let the candidate read a selection, upon which he shall be marked from 1 to 50, according to the judgment of the Superintendent.

ARITHMETIC.—1. In digging a ditch 120 rd. long and 3 ft. wide, 1,320 cu. yd. of earth were removed. How deep was the ditch? Proc. 5; ans. 5.

2. If a man can build $\frac{7}{8}$ of a wall in a day, what part of it can he build in $\frac{5}{8}$ of a day? By analysis. Anal. 5; ans. 5.

3. When 40 yd. of cloth cost \$82 $\frac{7}{8}$, what will $\frac{1}{2}$ of $\frac{3}{8}$ of a yd. cost? Proc. 5; anal. 5.

4. I sold a watch and lost \$6, which was 7 $\frac{1}{2}$ per cent. of the cost. What was the cost? For what price did I sell it? What per cent. was the selling price of the cost price? Proc. 4; each ans. 2.

5. My horse cost $\frac{3}{4}$ as much as my carriage, what per cent. of the cost of one was the cost of the other? Proc. 4; each ans. 3.

6. At what rate of interest will a \$100 double itself in 16 yr. 8 months? Proc. 5; ans. 5.

7. If six men can build a wall 20 feet long, 6 feet high, and 4 feet thick in 16 days, in what time can 24 men build a wall 200 feet long, 8 feet high, and 6 feet thick? By proportion. Stat. 3; proc. 3; ans. 4.

8. A man purchased a square farm containing 140 acres and 100 square rods. What was the length of one side of it? Proc. 5; ans. 5.

9. Reduce 3 bu. 2 pk. 3 qts. to pints. By analysis. Anal. 5; ans. 5.

10. The capacity of a cubical cistern is 74,088 cu. ft. What is the area of the bottom? Proc. 5; ans. 5.

GRAMMAR.

1. God bless the man who first invented sleep.

2. So Sancho Panza said and so say I:

3. And bless him, also, that he didn't keep

4. His great discovery to himself, nor try

5. To make it—as the lucky fellow might—

6. A close monopoly by patent right.

1. Parse the adverbs in the above. 10

2. Parse the conjunctions in the above. 10

3. Parse the adjectives in the above. 10

4. Correct the following: Indianapolis ind oct 20 1879 dear sir your last letter was duly rec'd no answer is required respectfully john smith. 10

5. *Analyze*—The life of Agricola, the Roman general who conquered Britain, was written by his son-in-law, Tacitus, the celebrated Latin historian. 10

6. What are the uses of Etymology? 10

7. Which of the pronouns indicate by their form the gender of their antecedent nouns? 10

8. *Correct and analyze*—He is to be married to I don't know who. First part 4; second 6.

9. Give two rules for the use of the semicolon. 2 pts., 5 each.

10. Define two kinds of verbs. 2 pts., 5 each.

GEOGRAPHY.—1. What is the shape of the earth? Give three proofs of this. 4 pts., 3 off for each error.

2. Name two chief natural divisions of land, and three of water. 5 pts., 2 each.
3. How does the eastern hemisphere compare with the western as to extent of surface? how as to direction of greatest length? 2 pts., 5 each.
4. What general direction does migration take in the United States? Why? 2 pts., 5 each.
5. How are lakes divided? Name two of each class. 5 pts., 2 each.
6. What are the Trade Winds?
7. Define *capital*, *capitol*, *metropolis*, *republic*, *monarchy*. 5 pts., 2 each.
8. Beginning at the north, name in order the Eastern States that border on the ocean and its arms 5 pts., 2 each.
9. If you sail down the Elbe river from its source, what three important cities would you pass? 3 pts., 4 off for each error.
10. What range of mountains, between the Black and Caspian Seas, constitutes part of the boundary between Europe and Asia? 10

HISTORY.—I. What European nations established colonies in this country? 10

2. How was Florida acquired by the United States? 10
3. Tell the story of Valley Forge. 10
4. What effects followed the completion of the New York and Erie Canal? 10
5. Who was Thomas H. Benton? 10
6. What causes produced the great European immigration to this country? 10
7. What advantages have followed from the invention of labor-saving machinery? 10
8. Name the five greatest prose writers and the five greatest poets in the United States within the past hundred years. 10 pts., 1 each.
9. When, where, and by whom was the first settlement made in Indiana? 3 pts., 4 off for each error.
10. From what books have you gained your knowledge of United States history? 10

NOTE.—Descriptions and narratives not to exceed six lines each.

PHYSIOLOGY.—I. Why are the bones of adults more easily broken than those of children? 10

2. What is the function of ligaments? 10
3. How many orifices has the stomach, and what is each called? 2 pts., 5 each.
4. What organ secretes the gastric juice? What separates the saliva? 2 pts., 5 each.
5. Why should food be properly masticated? 10
6. What is the function of the lacteals? 10
7. What is the distinction between arteries and veins? 10
8. What are the objects of respiration? 2 pts., 5 each.
9. Name the layers of the skin, and give the function of each layer. 2 pts., 5 each.

10. How is proper bathing conducive to health? 10

THEORY AND PRACTICE.—1. What is the value of mental analysis in teaching arithmetic? 20

2. What is meant by teaching a definition, or a rule inductively? 20
 3. What should be the character of the first instruction in geography? 20
 4. Why should a teacher never inflict upon a pupil such personal indignities as pulling the ears or hair? 20
 5. What should be the first aim of a teacher in managing a school? 20

ANSWERS TO STATE BOARD QUESTIONS PUBLISHED JULY—BY THE MEMBERS OF STATE BOARD.

GRAMMAR.—1. The auxiliary *have* is combined with the perfect participle to form perfect tenses. This is the present perfect infinitive, and the sentence should read, "He ought to have gone."

2. *Prophets* is a noun, common, masculine, third, plural, and in the nominative case absolute by pleonasm.

3. An adjective modifies or limits the meaning of a *noun* or *pronoun*; an adverb modifies the meaning of a verb, an adjective or another adverb.

4. At, among, into, on, by, through, with, in, to, between.

5. Many valuable books *may be seen* in the large bookstores.

6. This is a simple decl. sentence, of which *the use of the dictionary* is the entire subject, and *should be insisted upon in the case of all pupils of sufficient maturity* is the entire pred. *Use* is the sub. nom., modified by *the* and by the prep. phrase *of the dictionary*. *Dictionary* is the prin. word of this phrase, and is modified by *the*. *Should be insisted upon* is the pred. verb, modified by the complex phrase *in the case of all pupils of sufficient maturity*, of which *case* is the prin. word, modified by *the*, and by the complex part *of all pupils of sufficient maturity*. Of the last phrase, *pupils* is the prin. part, modified by *all*, and also by the phrase *of sufficient maturity*. *Maturity* is modified by *sufficient*.

7. *Who* is applied to persons; *which*, to things, and all animals inferior to man; *that* is applied to both persons and things.

8. A declarative sentence may be made interrogative, by placing the verb, or the auxiliary part, before the nominative. "Heard ye those loud contending waves?" etc.

9. The sentence should be, "If I were a teacher I would give shorter lessons." The condition implies that I am *not* a teacher. The sentence expresses a conception of the mind and requires the subjunctive.

10. An interjection is the only part of speech not found in the sentence.

HISTORY.—1. As early as A. D. 986, the Western Continent was seen by some Norse navigators, but not until fourteen years later was the actual discovery of America made by Erickson, a noted Icelandic captain. In 1002 a

company of Norsemen made a voyage to Maine and Massachusetts, traveling as far south as Fall River. In 1007 a company of 150 men made explorations along the coast, traveling as far south as Virginia. The settlements they planted were, however, feeble and soon broken up, and their intercourse with the savages so unsatisfactory that in a few years they returned to their own country. Parties of adventurous Norsemen continued to make occasional voyages to the New World during the succeeding centuries, and as late as A. D. 1347, a Norse chief visited Labrador and the northeastern parts of the United States.

2. After the Northmen, Christopher Columbus, a Genoese navigator, was the first real discoverer of the continent of America. Land was first seen August 3, 1492.

3. In June, 1680, Wm. Penn, an English Quaker, petitioned King Charles for the privilege of founding a Commonwealth in the New World. A charter was granted to him in 1680, which placed in his possession the land extending west from the Delaware River through five degrees of longitude, and north and south through three degrees of latitude. Here he founded a free commonwealth, without respect to color, race or religion. Immediately after his arrival in the new country he sent back a glad account of climate, soil, and beauty, and invited emigration. In the course of the summer three shiploads of emigrants left England for Pennsylvania. He framed a liberal constitution, which was submitted to the people for rejection or approval.

4. The Northwest Territory was the land embraced by the States, Ohio, Indiana, Illinois, Michigan, and Wisconsin. It was ceded to the United States by the States of Virginia, New York, Massachusetts, and Connecticut, who held them as part of their original grants.

5. The main provisions of the ordinance of 1787 were, that not less than three nor more than five States should be formed from the Northwest Territory, and that all States thus formed should enter the Union *free*.

6. Wm. Henry Harrison was the first Governor of the Territory of Indiana, he was commander of that division of the army that defeated the Indians under Tecumseh at the battle of Tippecanoe, and the ninth President of the United States.

7. Alex. Hamilton, Jno. C. Calhoun, Henry Clay, Daniel Webster, Stephen A. Douglas.

8. The telegraph, the cotton gin, the telephone.

9. In June, 1846, the boundary lines between the United States and Great Britain, as they now exist, were settled by treaty.

10. Abraham Lincoln issued "The Emancipation Proclamation" January 1st, 1863, but not until February 1st, 1865, did Congress adopt an amendment to the Constitution by which slavery was abolished and prohibited in all the States and Territories in the Union.

GEOGRAPHY.—1. Zones are belts of the earth's surface bounded by the tropic and polar circles. The declination of the earth's axis is its variation from the perpendicular to the plane of its orbit.

2. Islands are divided into continental, those near the coast, and pelagic, those far from continents.

3. Icebergs are formed from immense masses of snow upon mountainous coasts in the polar regions. Its own weight and the action of the sun converts it into ice. It forms glaciers which, extending into the sea, and which the waves break into great masses called *icebergs*.

4. Most of the States lie in the lowlands—the Territories in highlands.

5. The coal found east of the Alleghanies is anthracite, and that west bituminous.

6. Maryland and Virginia. The part from Virginia was re-ceded to it.

7. England, Scotland, and Wales—England largest, Wales smallest.

8. Vienna, Pesth, Galatz.

9. South America and the West Indies and Indo-China.

10. On the south side, as they break the northern winds.

ARITHMETIC.—1. Answer: $17\frac{2}{3}$.

2. One lb. Troy = 5760 grs. There are as many lbs. in 4897 grs. as 5760 is contained times in it = $3\frac{7}{8}$ lbs. Ans.

3. Since it takes $\frac{3}{4}$ of a day to mow one acre, in one day he can mow $\frac{4}{3}$ acre. It will take as long to mow $\frac{7}{10}$ acre as $\frac{4}{3}$ is contained times in $\frac{7}{10}$, which is $\frac{2}{10}$ times. Hence he can mow it in $\frac{2}{10}$ day.

4. $240 \text{ bu.} \times 60 (\text{lb}) = 14400 \text{ lb.}$ $14400 \text{ lb.} \div 196 \text{ lb} = 54 (\text{hbl.})$ Ans.

5. A *corporation* is a body formed and authorized by law to act as a single person. *Usury* is a higher rate of interest than the legal rate.

6. $\$1.029\frac{1}{6}$, amount of \$1. for given time at given rate. $\$675 \div \$1.029\frac{1}{6} = \$655.87 + \text{present worth.}$

7. $.63 \text{ gal.} : \frac{9}{20} \text{ gal.} : : \$1.47 : (\$ \quad)$ $\frac{\frac{9}{20} \times 1.47}{.63} = \1.05 Ans.

8. $\frac{12\frac{2}{3} \times 8\frac{7}{12} \times 5.4 \times 1728}{2150.4} = 471 \text{ } 77 \text{ Ans.}$

9. $\sqrt{(9)^2 \times (12)^2 \times 1\frac{1}{2}} \text{ ft.} = 16 \text{ ft. } 6 \text{ in.}$ Ans.

10. $\sqrt[3]{75686967} = 423$ Ans.

PHYSIOLOGY.—1. There are 24 bones in the spinal column, separated by cartilage.

2. The synovial membrane secretes an oil fluid with which to lubricate the joints.

3. The muscles give symmetry to the body and promote motion.

4. The salivary glands consist of three pairs, situated in the cheek, under the tongue, and under the jaw.

5. The liver secretes the bile and the pancreas the pancreatic juice.

6. The system requires more food in winter than in summer, that the normal temperature of the body may be sustained.

7. Chyme is changed into chyle, and the nutritious part of the food is separated from the waste matter.

8. To keep the pure blood separated from the impure. The right side receives and discharges impure blood—the left side receives and discharges pure blood.

9. The pleura is the thin, serous membrane which lines the cavity of the chest on either side and encloses the lung.

10. Pure air in a school-room promotes health, industry, quiet, morality.

ORTHOGRAPHY.—1. The distinction between a subvocal and an aspirate is that the former is a voice sound, while the latter is a sound produced by the breath alone, without voice.

2. The letter *i* has a long sound as in *ice*, a short sound as in *it*—the sound of long *e* as in *machine*, and the sound verging toward *u* in *urge*, as in *thirsty*.

3. Su'-per-in-tend'-ent—es-pe'-cial-ly.

4. Nouns ending in *y* preceded by a vowel form their plurals by adding *s*.

5. The want of proper type prevents the representation of the sounds of letters by the use of diacritical marks.

READING.—1. The extract is a stanza, because it consists of a "number of lines of poetry regularly adjusted to each other and ending in a full pause." It may or may not be a paragraph. This can only be determined by knowing its connection in thought with the other stanzas of the poem.

2. The phrase *early hour* in the stanza means the time of youth or while in the full vigor of life: *calm cell* means the grave.

3. "Set the fire out and go starved to bed" describes the condition of many old people who have out-lived all their youthful hopes and aspirations, and the enjoyment that comes from association with others, and who die hungering for that which they have been unable to attain.

4. The words *hour*, *cell*, *birds*, *fire*, *starved*, and *bed*, are proper words to select for a lesson in definition because of the peculiar meaning attached to each in the stanza.

5. The meaning of the stanza seems to be, that it is better to die in youth or in the full vigor of manhood, while our pathway is bordered with flowers and the "birds are singing in the heart," than to live on to extreme old age, with all the fire of youth gone out, and then to die with our fondest hopes and highest aspirations unrealized—a starved soul.

THEORY AND PRACTICE.—1. Writing words fixes their spelling as can nothing else, by riveting the attention, by muscular memory, by bringing to the aid of memory the sense of sight.

2. The aim of drill in primary reading, (1) To familiarize the child with the words—their form, pronunciation, and meaning. (2) To make him comprehend the *thought*. (3) To teach proper *expression* of the thought.

3. Advantages of reciting by turn are: saving of time, impartiality—adapted to short answers and to reviews. Disadvantages: inattention in remote parts of the class; preparation of only those parts of the lesson likely to be questioned upon; it prevents the teacher from assigning the most needed questions to the most needy pupils.

4. Natural incentives arise out of the relation of the pupil to the subject, such as love of knowledge, desire to succeed and desire to excel, ambition to become educated, desire to be useful or helpful—any thing that may arise or come to pass as a natural result of the study. Artificial incentives are those that have no natural connection with the subject or the results of study, such as marks, class standing, prizes, etc.

5. The great end of punishment is obedience, because obedience is essential to all the ends for which the school is organized.

(One teacher answered this question: "The great end of punishment in school is the end with the pants on."—ED.)

THE NATIONAL ASSOCIATION.

The selection of Chautauqua as the place of holding the National Teachers' Association this year, operated both favorably and unfavorably to its success. The effect was favorable in that it added the attractions of a delightful summer resort, in the midst of most beautiful natural scenery, to the other influences that lead teachers to attend these great meetings. It also afforded the desirable quiet and freedom from diverting influences, that promotes strict and undivided attention to the main purpose. It was unfavorable in that it limited the influence of the meeting almost exclusively to those who were in actual attendance and who had come from a distance for this particular purpose. The sessions were not largely attended, there being almost no local attendance whatever. The Association was also cut off entirely from the press, and no report of the proceedings, so far as the writer knows, appeared in any newspaper, except the meagre associated press reports, which amounted to not much more than a reproduction of the programme.

It was, however, a delightful and profitable occasion to those who were there. Very few failures were noted, and these promoted rather than impaired the general interest, as there was no dragging or delay. There was matter enough and more than enough to fill the time to the utmost profitable limit.

It is difficult for one person to report the meeting as a whole without the aid of such sketches as would have been afforded by the reporters of enterprising city papers. The work of the general association and of the sections became so mixed and blended as to baffle the observation of any one person. The general association in the morning would listen to two or more elaborate papers, which would perhaps afford material for discussion in the several sections into which the convention would break up at eleven o'clock.

It was in these smaller sections that the spirit was apt to move the hearts of the brethren, and the tongues be unloosed. These discussions, as well as some of the papers read in the general meeting, were enough to convince one that there are many principles in pedagogics, which if they have been settled, have not yet taken universal possession of the pedagogical mind.

The topics in regard to which there seemed to be the widest divergence of opinion, were the questions of industrial education, the proper limits of normal school work, and the function of the superintendency.

The subject of Industrial Education received elaborate treatment by Dr. E. E. White, of Purdue University, and Dr. J. M. Gregory, late President of the Illinois Industrial University. The prevailing sentiment of the association seemed to be adverse to the introduction of strictly technical or industrial training in connection with our present system of public schools. Such train-

ing must be left to the field, the shop, and to special schools organized and maintained with this sole end in view.

The Normal School question seems to have been the one over which the greatest amount of wrangling (I guess that is not too strong a word) took place. The writer is not able to particularize, as he was more strongly attracted in other directions. Miss Grace Bibb, of the Missouri State University, read a very able and forcible paper in favor of making the normal training a part of the work of regular colleges and universities, that is of having a normal course side by side, and parallel with other recognized university courses. This view was strongly supported by the venerable Dr. McCosh, of Princeton College, who said that he would be most happy to have such a department added to Princeton, if some generous hearted millionaire would only endow it.

In connection with the work of this section, as well as that of elementary education, occurred the battle between "freedom" and "methods." Colonel Parker, of Quincy fame, put himself forward as a champion of "freedom." The Colonel, who has arisen to no little notoriety in educational circles within the last year or two, is a round-faced, round-bodied, jolly looking fellow, who always comes up smiling, and in a slashing, off-hand manner generally "brings down the house" several times "in the course of his few remarks." He is a splendid story teller, and both in manner and appearance reminds one a little of the great infidel "Bob." Indeed, as Col. Robert aspires to smash Moses and the Prophets, even so Col. P. seems to be ambitious to "lay out" all the carefully wrought educational systems and methods that have come into existence since the days of Pestolozzi. His cry is for *freedom, freedom*, on the part of every teacher to pursue his own ways, being held accountable only for results. That the Colonel has proved himself to be something more than a mere iconoclast, however, would seem to be indicated by the fact that he has been promoted from the superintendency of the schools of the ancient village of Quincy to the position of district supervisor of the Boston schools, with a salary of \$4000.

Col. Parker's name is so intimately associated with that of Chas. Francis Adams, Jr., that to mention the one suggests the other. As was fitting, therefore, the association was favored with a most remarkable paper by Mr. Adams, upon the "Development of the Superintendency." This paper was listened to with profound interest by all, as being, what it claimed to be, a view of the schoolmaster's work by a busy outsider. The speaker portrayed most vividly the wretched outcome of the methods of instruction pursued in the schools of Massachusetts. All the "educators" present listened, folded their hands across their breasts, and thanked heaven that they were not as other men are, or even as these poor benighted down east Yankees. Mr. Adams has no remedy to propose that he hopes can be made immediately effective to cure the ills that he so ably laments. The only remedy must be in the development of an enlightened superintendency, which can not be made thoroughly effective perhaps for a generation to come.

The strongest contrast, afforded both in personal appearance and in thought, was that between the two Massachusetts men, Col. Parker and J. W. Dickinson.

son, Secretary of the State Board of Education, who read a most elaborate, finished and philosophical paper upon the "Effect of Method upon the Results of School Work."

One of the most profoundly interesting papers read was that by Gustavus J. Orr, State School Commissioner of Georgia, upon the "Education of the Negro—its Rise, Progress and present State." Prof. Orr is a venerable man, of most unmistakable sincerity, and a southerner, born and bred to the very marrow of his bones. He looks back upon the days of slavery without a blush, and scarcely with regret. He thinks that before the war they of the South were doing the best thing practicable for the negro race under the circumstances, and that now it becomes them to provide, as they are providing, for their education and the amelioration of their condition. He represents the state of things as most hopeful and encouraging for the future elevation of the race, and regards universal education among them as both a social and a political necessity for the South.

It was most interesting to listen to so thoroughly a southern and sincere a view of the situation from the ante-bellum days down to the present time.

A large delegation was present from Georgia, and it is an evidence of the fine impression made by the representatives from that State, that the association decided to hold its next convention in the city of Atlanta.

As to the attendance, two things were especially noticeable. First, the large number, nearly one-half of the entire membership, from Ohio. This was explained by the circumstance that Ohio had come over to Chautauqua the week before to hold its own State Association, and many remained over. The other conspicuous circumstance was the absence of New York teachers. This was explained by the fact that the Annual Convention of the Higher Schools and Colleges was held the same week at Albany, and most of the leading educational men were there.

Indiana was fairly represented, probably coming in next after Ohio. A glance at the programme, however, and also at the list of officers for the next year, will show that Indiana is not second in honors received to any other State, not even Ohio.

The principal officers of the General Association are: For President, Jas. H. Smart, of Indiana. For Secretary, D. W. Henkle, of Ohio. For Treasurer, Eli T. Tappan, of Ohio.

J. B. R.

ERRATA.—In the rule for finding the day of the week on which any given date will occur a mistake was made. The Dominical letter for December is F, so the word over *Dec.* should be Fryar instead of Pryar.

The Supreme Court of Missouri has decided that the following rule, (an almost exact duplicate of which can be found in every city), is legal, needful, and just:

"Any pupil absent six half days in four consecutive weeks without satisfactory excuse, shall be suspended from school."

The Kentucky State Teachers' Association will meet at Lexington, August 13th.

The Danville Normal graduated, July 28th, 29 teachers and 20 from the scientific and classical courses. Prospects reported very flattering for next year.

The Manual of the Grant county Schools, G. A. Osborn, superintendent, is gotten up in excellent taste. It is not voluminous, but contains many concise rules and terse suggestions.

W. A. Hosmer has issued a "Circular of Information" which contains as much as any four pages we have read for a long time. He intends that "course of study" and "grading" shall mean something.

ANSWER TO QUERY.—The query in last month's Journal asks, "How should the sign, 'Messrs. Briggs & Hodges,' be written to indicate that the persons are married ladies?" It should be, "The Mrs. Briggs & Hodges."

A little Manual of the Decatur county Schools gives County Board, Text-Books, Rules and Regulations, Course of Instruction, and Suggestions by the Superintendent, in convenient pocket form. Dr. J. L. Carr is superintendent.

MULTUM IN PARVO.—"Never threaten. Seldom scold. Refuse firmly. Consent cordially. Seldom find fault. Commend often. Do not hurry. Do not worry. Avoid sarcasm." There is a short sermon for the teacher in each of the above terse sentences. Study each separately, and try to evolve and make clear the principle upon which it is based. No teacher can safely disregard any one of them.

PURDUE UNIVERSITY.—The last annual catalogue shows that all departments are now organized and in successful operation. The new schools of Agriculture and Horticulture and Mechanics, have done a year's promising work, and the schools of Chemistry and Industrial Art have added to their facilities for thorough instruction. The College has three regular courses, all leading to the degree of Bachelor of Science (B. S.) There has been a steady increase in students. The number enrolled in 1874-75 (the first year) was 64; the number the second year was 67; the third year 139; the fourth year 166; the fifth year 195; the sixth or last year, 203. The last Freshman class contained 36 students.

In the notice of the meeting of the county superintendents, published last month, no mention whatever was made of a very carefully prepared paper read by Supt. J. B. Blount, of Rush county. The explanation is, that for some cause the secretary's minutes, from which the editor made up his report, did not mention the paper. (The secretary was absent a part of the time.) Supt. Blount criticised very severely the few superintendents who have in any way abused their office, and thus brought reproach upon the cause. He fixed for the superintendent a very high standard, intellectually and morally, and closed by insisting that county superintendents should pass an examination by the State Board, to insure competency and high moral character.

PERSONAL.

J. W. Stout stays at Tipton.

C. M. Parks is re-elected at Newport.

P. P. Stults still remains at Rising Sun.

J. E. Starkey will remain at Martinsville.

N. W. Bryant continues as principal at Acton.

Lottie Latham is principal of the Rising Sun High School.

R. W. Wood will remain in charge of the Liberty schools.

E. E. Sutherland will take the Paoli schools the coming year.

J. E. Morton has been re-elected to superintend at Brookville.

O. C. Charlton has been elected to take the schools at Lebanon.

Dr. J. S. Irwin is still "master of the situation" at Fort Wayne.

C. P. Eppert is to have the schools at Knightsville the coming year.

Geo. P. Glenn will continue to superintend the Kendallville schools.

C. A. Fyke will remain another year in charge of the schools at Butler.

J. L. Rippetoe stays at Connersville. He has been there about ten years.

J. F. Scull leaves Lebanon, and will take charge of the Winamac schools next year.

W. De M. Hooper has been elected superintendent of the Rensselaer schools for next year.

W. C. Barnhart, formerly of Wayne county, now has charge of the Columbia City schools.

Miss Emma Daily, a classical graduate, has been added to the Ladoga Normal faculty.

H. B. Jacobs remains in charge of the New Albany schools. He has been there a number of years.

J. H. Martin will continue to superintend the Franklin schools, and also the schools of Johnson county.

Geo. G. Manning has again been elected superintendent of the Peru schools at an advanced salary, \$1300.

J. P. Funk will continue in charge at the old State Capital, Corydon. He will begin a normal August 2d.

E. B. Thornton, superintendent of Lawrence county, is just recovering from a severe attack of typhoid fever.

Alexander C. Hopkins, formerly State Superintendent, has been elected principal of the Kokomo High School.

J. H. Smart was elected President of the National Educational Association at its late annual meeting at Chautauqua.

C. P. Hodge, of Milford, has been elected superintendent of the La Grange schools *vice* A. D. Mohler, who had served six years.

Prof. S. S. Hamill, the Elocutionist, is now at his headquarters, 710 West Monroe street, Chicago, with a school "full to overflowing."

A. J. Dipboy, last year principal of the Anderson High School, has been elected principal of the Peru High School, at a salary of \$800.

J. N. Neff is employed to take charge of the Michigantown schools again next year. Mr. Neff has made quite a success of these schools.

L. McCreary, of the Evansville High School, has been elected to teach Mathematics and Natural Science in Vincennes University. Salary \$1000.

A. J. Vawter, an old and tried teacher of this State, recently made us a friendly call. He has been teaching for the past three years in Washington county, Ky.

W. T. Fry will enter upon his fourth year as superintendent of the Crawfordsville schools in September. Miss M. A. Tupper is principal of the High School.

J. R. Trissler, superintendent of the Lawrenceburg schools, has just suffered the loss of his wife by death. He has the sympathy of a large circle of educational friends.

In giving the names of the county superintendents that attended the State Convention in June, those of L. A. Stockwell, of Putnam, and J. H. Allen, of Vigo, were by mistake omitted.

Dick. T. Morgan, formerly principal of the Hagerstown schools, and who graduated last Spring at the Indianapolis Law School, was recently nominated for the Legislature by the Republican convention at Terre Haute.

Lewis Prugh, principal of Vincennes University, has the honor of having his house burglarized recently, and lost valuables to the worth of \$150. It is not often a tramp thinks it worth while to call on a school teacher.

J. B. Blount, superintendent of Rush county, has received the nomination of his party (Democratic) for County Clerk. Whether Mr. Blount is successful or not, he can always be relied upon as a sound educational man.

Dr. J. B. Reynolds, of the New Albany High School, goes to Glasgow, Ky., to take charge of an educational institution, for which he will receive a salary of \$2,500. Dr. Reynolds is one of Indiana's best posted educators.

Pleasant Bond, for many years a prominent teacher in and for several years school examiner of Marion county, afterwards superintendent of the Wabash schools, but for a few years past not regularly in the school work, has been added to the faculty of the Ladoga Normal School. He will add skill, strength, energy, and high moral purpose to the school.

Walter S. Smith, formerly superintendent of Marion county, now principal of the Normal Academy at Germantown, Ky., recently made a trip to the Mammoth Cave, and has "written it up" in a most graphic manner in the Maysville (Ky.) Bulletin.

The Male and Female High Schools of New Albany have been united under the principalship of R. A. Ogg. New Albany has for years been the only city in the State that sustained separate high schools for the sexes. Mr. Ogg will make an excellent principal.

E. P. Cole, one of the oldest and one of the most respected teachers of the State, gives up Hopewell Academy and becomes "Bookseller and Stationer, west side Public Square, Bloomington, Ind." The Journal wishes its *lifelong friend* the greatest possible success in his new field of labor.

Miss Asenath Cox has resigned the superintendency of the Paoli schools to accept a position in Glendale College, Ohio, her *alma mater*. The Journal always regrets the loss to the State of such earnest and educational workers as is Miss Cox. It wishes her continued happiness and success.

David Moury, superintendent of Elkhart county, is in very poor health, and has been for some time. He is now at the Sanitarium, Battle Creek, Mich. Mr. Moury is one of the most efficient superintendents of the State, and has many warm friends who will sympathize with him and wish him a speedy recovery.

J. N. Study was re-elected superintendent of the Anderson schools at a salary of \$1200. L. M. Cromer, a graduate of Wittenberg College, O., was elected principal of the High School at \$70 per month, and Prof. D. N. Berg, for several years principal of First Ward school, was made principal of Second Ward school at \$75 per month.

Rev. J. C. Fletcher, of Indianapolis, is prepared to lecture to teachers' institutes on Brazil, 2000 miles up the Amazon, Spain, Modern Italy, Mount Vesuvius, Pompeii, Modern Egypt, Jerusalem of To-day, The Alps, Glaciers, Physical Geography, etc. Mr. Fletcher is *full* of information on these and kindred topics, and his knowledge is "first-hand," gained not from books, but from actual observation. He has lived many years in both South America and Europe, and being a close observer and faithful student he has acquired a fund of information that is simply wonderful.

Wm. T. Harris, late Superintendent of the St. Louis schools, was greatly honored by the leading citizens of St. Louis, just before leaving there. A public meeting was called, which was attended by ministers, physicians, bankers, lawyers, manufacturers, merchants, railroad presidents, etc., to attest their high appreciation of Mr. Harris's "eminent services in the cause of education." In a highly complimentary address Mr. Orrick presented Mr. Harris with a solid 24-carat gold medal, weighing eleven ounces. On one side it bears the symbol of education and the names of such teachers and philosophers as Socrates, Aristotle, Pestalozzi, Hegel, Arnold, and our own Horace Mann. On the other side the following inscription:

"From citizens of St. Louis to William T. Harris, L.L.D., in grateful recognition of twenty-three years of faithful service as teacher, principal, assistant superintendent and superintendent of the St. Louis public schools.—1857-1880."

In addition to this he was presented with \$1000 cash. This meeting and these tokens of regard for eminent services were highly complimentary and entirely deserving. No living man has done more for the cause of popular education than Wm. T. Harris. Mr. H. expects to make his future home in St. Louis.

NORMALS.

The Delaware county Normal enrolls 76 teachers.

D. D. Luke opened an eight week Normal at Ligonier, July 19th.

The Scottsburg Normal opened July 19th. Jas. T. Ervin, principal.

E. H. Butler and B. F. Marsh opened a six week Normal at Winchester, July 26th.

The Valparaiso Normal turns out this year 150 graduates—45 in the teachers' class.

M. B. Stults and Allen Moore will open a six week Normal at Huntington, August 9th.

The Decatur Normal enrolled 75 the first week, with prospects for 100. G. W. A. Luckey is directing.

F. M. Cones is conducting a Normal at Sugar Plain, one mile from Throntown. Gillum Ridpath is principal instructor.

E. E. Smith, of Purdue University, has closed a successful normal, in which he did all the work himself, and which enrolled 48.

The Cass county Normal is composed of a strong class of teachers, and is being taught in an effective manner by Walts, Berry, Legg, and Wood. It opened with over 50, with good prospects for a large increase.

The joint Normal Institute of Pulaski and Starke counties, held at Winamac, is under the control of W. E. Netherton, Superintendent of Pulaski county, and not G. A. Netherton, who is one of the principal instructors. The attendance reached 125 the second week, and there were prospects for more. Supt. Netherton publishes weekly "The Normal Wave," a spirited paper, in the interest of the normal, and is putting forth every effort to make the school a complete success. He furnishes a free public lecture every week.

INSTITUTES.

- Aug. 2 (2 weeks) Wayne county, Centreville. J. C. Macpherson.
- " 2, Owen county, Spencer. R. C. King.
- " 9, Delaware county, Muncie. A. W. Clancy.
- " 9, Posey county, Mt. Vernon. J. W. French.
- " 9, Putnam county, Greencastle. L. A. Stockwell.
- " 9, Brown county, Nashville. David M. Beck.
- " 9, Warrick county, Boonville. I. E. Youngblood.
- " 16, Vermillion county, Newport. H. H. Conley.
- " 16, Bartholomew county, Columbus. J. M. Wallace.
- " 16, Pike county, Petersburg. L. M. Stewart.
- " 16, Daviess county, Washington. D. M. Geeting.
- " 16, Jefferson county, Madison. E. K. Tibbetts.
- " 16, Jackson county, Brownstown. Jas. B. Hamilton.
- " 16, Henry county, New Castle. Timothy Wilson.
- " 23, Cass county, Logansport. P. A. Berry.
- " 23, Montgomery county, Crawfordsville. J. G. Overton.
- " 23, Hendricks county, Danville. J. A. C. Dobson.
- " 23, St. Joseph county, ——. Calvin Moon.
- " 23, Knox county, Vincennes. E. B. Milam.
- " 23, Spencer county, Rockport. J. W. Nourse.
- " 23, Crawford county, Leavenworth. J. W. C. Springstun.
- " 23, Shelby county, Shelbyville. S. L. Major.
- " 23, Fayette county, Connersville. J. S. Gamble.
- " 23, Perry county, Cannelton. I. L. Whitehead.
- " 23, Union county, Liberty. L. M. Crist.
- " 23, Franklin county, Brookville. C. R. Corey.
- " 23, La Porte county, La Porte. W. A. Hosmer.
- " 30, Wabash county, Wabash. G. T. Herrick.
- " 30, Vigo county, Terre Haute. J. H. Allen.
- " 30, Harrison county, Corydon. D. F. Lemmon.
- " 30, Floyd county, New Albany. Jacob Miller.
- " 30, Marion county, Indianapolis. L. P. Harlan.
- " 30, Clay county, Brazil. P. B. Triplett.
- " 30, Newton county, Kentland. W. H. Hershman.
- " 30, Orange county, Paoli. J. L. Noblitt.
- " 30, Johnson county, Franklin. J. H. Martin.
- Sept. 6, Hancock county, Greenfield. Aaron Pope.
- " 6, Elkhart county, Goshen. D. Mowry.
- " 13, Adams county, Decatur. G. W. A. Luckey.
- Nov. 8, Steuben county, Angola. Cyrus Cline.

BOOK TABLE.

The Nursery, published by John L. Shorey, Boston, Mass., is pre-eminently the best paper for small children, who delight in beautiful pictures and simple stories.

The first number of *The Educationist*, of Kansas, for which Prof. Hoss is responsible, is now before us. It looks well and reads well. It is published at Topeka.

Krusi's new series of *Easy Drawing Lessons* seem to us to be simple, progressive, easy, practical, within the comprehension and execution of untrained teachers. They begin very simple and grow in difficulty. Hiram Hadley, Indianapolis, agent.

Life of General James A. Garfield—By C. C. Coffin ("Carleton.") J. M. Olcott, Indianapolis, agent for Indiana.

Mr. Coffin's reputation as a fine writer was established first as a "war correspondent," and he has more than maintained his good standing since. Given a good subject and a first-class writer, the result must be excellent, as in this case.

Geometry for Beginners—By G. A. Hill. Boston: Ginn & Heath, 1880.

The above is a unique little book, intended in both matter and method, for beginners. The old Euclid method of presentation is dispensed with and methods employed better suited, in the judgment of the author, to promote the natural growth of the mental powers. The Germans have thoroughly tested the methods here given, and approve them. Any one needing an elementary work on Geometry would do well to examine the above.

Elementary Arithmetic, Oral and Written—By George E. Seymour. St. Louis: G. I. Jones & Co.

This new House is bringing out some excellent text-books. The little book named above strikes us very favorably. If it does not "fill a want long felt" it fills a want that *ought to be felt*. The book is prepared on the principle that it is important to present a few elementary principles in a clear logical way and *emphasize* them. No illustrations are given, as the author condemns their use in arithmetic. He urges that as long as a child can see objects he will *count* and not *add*. The book certainly deserves a careful examination on the part of teachers.

A New Device in Arithmetic.—James O. Wright, of the Indianapolis High School, has just completed an Exercise Card in Numbers and an accompanying Teachers' Manual, that is intended to lessen the work of the teacher and furnish to pupils of all grades a practical drill in the fundamental operations of Arithmetic. The cards (one for each pupil) are about three by five inches, containing fifty-two numbers so arranged that there can be readily formed from each card more than *ten thousand* different problems. The Teachers' Manual or key to the card contains 2124 of these problems with answers, embracing

the principal subjects and operations in Arithmetic. These cards are designed to furnish: (1) Regular work to Primary pupils who are not sufficiently advanced to use with profit a text-book; and (2) To supply to Intermediate or grammar grade pupils a practical class drill to be used during the recitation.

BUSINESS NOTICES.

Read the advertisement of the Ladoga Normal, and learn some interesting facts.

Prof. Pleasant Bond, one of the leading educators of the West, has been employed in the Ladoga Normal.

The prospects of the Ladoga Normal for the next year are flattering. It has a scholarly and large faculty. Fourteen teachers are employed. It graduated at its last commencement, from its Teachers' Department, 23; Business Department, 15; College Department, 19. J. V. Coombs is principal.

John Cooper, superintendent of the Richmond schools, has made one of the best registers ever published. See Nicholson & Bro.'s advertisement of it.

D. Appleton & Co. present teachers with some valuable information in their advertisement this month. See it.

The Northern Indiana Normal has achieved its unparalleled success by doing so well what it professes to do that its students become living advertisements.

EMPLOYMENT FOR TEACHERS DURING THE SPRING AND SUMMER VACATION.—Having recently made very valuable additions to our list of Standard Library Works and Subscription Books, we offer to Teachers a rare opportunity for lucrative employment during the spring and summer vacation. All who desire to sell books, globes, outline maps, charts, etc., are requested to correspond *at once* with the undersigned. We want at least one agent in every county. Address J. M. OLCOTT, 36 East Market st., Indianapolis.

Agents Wanted!!

A good honorable business, which will pay a very *large salary*, if properly worked. No petty canvassing to be done.

We want a few first-class, energetic young men, to take charge of a business THAT WILL PAY. For particulars address, at once, S. C. DODDS & Co.,
Bloomington, Ind.

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POUGHKEEPSIE, N. Y.,

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POPULAR SCIENCE MONTHLY.

Send postal card for premium list and full particulars to D. APPLETON & CO., Publishers, 1, 3, & 5 Bond Street, New York. 6-3t

GEOMETRY.

By G. A. WENTWORTH, A. M., Phillips' Exeter Academy. A recent work on the science, based upon the assumption that Geometry is a branch of logic. All unnecessary discussions and scholia have been avoided. Notions of *position*, *magnitude*, and *direction* are defined and applied with mathematical precision. In each proposition a concise statement of what is *given* is printed in one kind of type, of what is *required* in another, and the *demonstration* in still a third—an attractive page, large, elegant type. In no case is it necessary to turn the page in reading a demonstration. An effort is made to rapidly develop the reasoning faculties, to impart facility and accuracy of expression and to destroy the habit of *memorizing* generally. Send for circular containing opinions of leading teachers of U. S. and list of 40 colleges and 400 schools that have already adopted this work. 8-1t

GINN & HEATH,
36 State St., Chicago.

WEBSTER'S

Unabridged Dictionary

FOR THE

SCHOOL ROOM.

TESTIMONY.

From Hon. W. C. WHITFORD, State Superintendent of Schools, Wisconsin.

"MADISON, Wis., May 13, 1880.—For over twenty-five years, this work has been established by law, in all our public schools, as the only authority on the spelling, pronunciation, and definition of the words in our language. In that time this office has, in behalf of the State, supplied gratuitously or by sale several thousand copies of the Dictionary to these schools on their application. In all our State Normal Schools and Teachers' Institutes, both attended annually by nearly seven thousand members, Webster is in constant use as the standard. In the last few years, the teachers and pupils in our schools throughout the State, led by the instructions furnished at the institutes, have given special attention to the study of "the principles of pronunciation," discussed in this work. Particular y in the reading classes, the Dictionary is very largely consulted to ascertain the correct pronunciation and exact meaning of words found in their lessons.

The results of the experience of the State may be summarized as follows:

1. There prevails an almost universal satisfaction that Webster is made the final authority on all subjects for which the work is used.

2. A very general tendency exists among the teachers and pupils of our schools to study carefully and intelligently the elements of the English Language.

3. The correct, and therefore the uniform, pronunciation of words is heard in very many of our schools and among our public speakers.

4. The use of words with their precise signification and often with nice discrimination, is practiced to an observable extent in our schools."

NEW EDITION.

Containing a SUPPLEMENT of over 4600 NEW WORDS and MEANINGS.

ALSO, CONTAINING A NEW

Biographical Dictionary of over 9700 Names.

8-1t

Published by G. & C. MERRIAM, Springfield, Mass.

INDIANA " SCHOOL JOURNAL.

Vol. XXV.

SEPTEMBER, 1880.

No. 9.

COMPETITIVE SCHOOL WORK.

SAMUEL LILLY.

WHILE variety may be called the spice of life, unity of effort often produces results that are very beneficial. It is to this end, unity of effort, that our county, district, and state fairs, or our city and international expositions have been organized. In a state that possesses such a diversity of labor as Indiana possesses, it is quite difficult for one to learn of her products by observation without the aid of a central exposition.

The territory that an average, very busy, producing man will traverse, is small compared with an average state. Many of our most wide-awake, active men are seldom called from their own county. By this confinement at home, with a moderate degree of success in business, there is created a self-satisfaction that will prevent the development of the power one may possess, thus preventing his producing the results his talents merit. The skilled laborer will spend weeks or months on one piece of furniture, laboring all the time under the impression he is the best workman in the country. He brings the product of his labor to the place of competition, and finds himself excelled. In this case, no competition would cause the workman to remain contented with his skill. The defeat is beneficial. It induces the workman to awaken his energies, and to return to his labor with renewed vigor. This bringing men and women of merit together

with the products of their hands or minds, has yielded very great advantage; being, perhaps, the most fruitful source of discovery and invention. We speak of the length of a room by comparing it with some unit of measure. The box may be measured with a bushel; but man is measured by what he does. What he does is compared with what others accomplish. Thus indirectly man is measured by man.

The teacher has his field of labor. How different from that of any other workman! His field is not visible save through the mind; yet, it is just as susceptible of cultivation as the field of corn or as the muscles of the fingers, while the material results can readily be compared. The teachers of Indiana, a few excepted, have not been as ready to place the material results of their labor on exhibition as the people of any other vocation. Indiana has had an annual fair for twenty-five or thirty years. How many times has there been an educational department in it? A county fair is not perfect unless every department pertaining to agriculture is open for entries. Not many educational departments are opened in these places of competition. Why? Perhaps there has not been time. Our present school system is only about seven years old. Such a thing as comparing material school work before the county superintendency was created, was scarcely suggested. There was no leader, and no leader means no army, no organization. Since the establishment of the county superintendency, the Superintendent of Public Instruction of the state taking the lead, the principal educators of a few counties have acted in this line. In Wells, Wayne, Montgomery, and some other counties educational departments have been set apart in the exposition halls of the county fairs for receiving competitive school work. In Wells county the school products placed on exhibition the fall of 1877, were so nice that Mr. Smart had the principal of the Bluffton schools bring the exhibit to the State Teachers' Association, that other teachers of the State might see the good work. As John and Mary are the most interesting part of the family, their work was the most important part of Wells county fair, and claimed as much attention. Nothing that year gave the agricultural society better satisfaction. The influence in behalf of the schools was excellent; while the exhibit was one of the most profitable exercises brought before the teachers of the Association the following winter.

Of one that is giving his time to teaching, or is interested in having children taught, the educational department in the state fair at Indianapolis can not fail to claim the closest attention. The slothful teacher is put to shame, while the ambitious is stirred to activity. Man can not comprehend what is being done in our schools without visiting such a department. Can any one doubt the good results obtained from this enterprise? Let him study the influences of the achievements accomplished by Indiana's educational committee during the Centennial Exposition. But a few years ago to be called a Hoosier would suggest the question, "Can you read?" The interest taken in educating the masses has thrown this sting in the back-ground so far that now when the average Hoosier is greeted, the idea is anticipated, "He is not only prepared to read, but he is ready to enter upon the most active duties." To be called a Hoosier is not a thing of which longer to be ashamed. This fact has been taught the people of other States by placing the Hoosiers' work in competition with theirs.

But why bring school products to a fair? Is it not just as well for each teacher to continue laboring in his school and leave the results at home or burn them? As with the skilled workman or farmer, so with a teacher. There is no other profession in which a person can be so easily deceived with respect to the labor. A teacher, educationally speaking, is supposed to be superior to those with whom he is laboring in the school-room. Unless he has some means of comparing the results of his efforts, he becomes the most inconsistent egotist of the community with respect to his power as a teacher. The pupils' work is the teacher's indirectly. Hence, when he places his pupils' results by the side of the results of another set of pupils, his success is as readily judged as that of any other vocation. For harvesting small grain, the implements and machinery used in their order were the sickle, cradle, four-horse reaper with a man to rake off the grain, reaper drawn by two horses, the self-rake, the dropper, all followed by men binding the grain; after these came the harvester that places the grain on a table for two to bind, the binders being carried on the machine; and finally the self-binder that, with a skillful machinist, does the work of ten men so neatly and easily. Competition has done much toward bringing about these improvements.

But a little while ago four subjects were taught by the average district teacher. These were sufficient for the times, according to his estimation. The demand produced a competition. One added geography to the R's; another added grammar; another history, etc., until it has been demonstrated that a skillful teacher can impart instruction in the eight required branches, and add enough in the outlines of other sciences to awaken an early interest in their pursuit. Combinations of plans developed and produced in county institutes and normal schools, have done much toward improving our schools. A comparison of material school work will do much toward perfecting what is already attempted, and incite many that are lifeless in the work to earnest activity.

Can a county exhibition of school work be practically made in the county that does not have an annual fair?

A county having a superintendent of public instruction and an annual institute can have an exhibition of school work.

This exhibition should consist of work done by the pupils and teachers. The kind of work and the quantity, also the manner of preparing it, should be determined by regulations. The regulations would be furnished by the society, perhaps, known as the "County Teachers' Association." The material may consist of written work only, in the form of examination manuscripts, or to the manuscript department may be added drawing. To these may be added a department of botany, for botanical collections; also, a place for native birds; and not the least, a place for such geological specimens as can be collected in many of the counties of the State. To add interest, prizes may be offered for the best original essays read by the pupils of the schools before the Association. The declaimers and young orators may be induced to throw in their mites. The literary certainly would not be an unpleasant feature of the county institute for an evening's entertainment. The appropriate time for such an exhibition would be during the institute; and since the institute is conducted in the principal school building in the county seat, one room could be procured for an exposition room, and arranged by a committee properly authorized. Such an enterprise, well conducted, can not help having a good influence over our schools and teachers.

GOSPORT, IND.

COMMON SCHOOL DIPLOMAS.

AARON POPE, SUPERINTENDENT HANCOCK COUNTY.

FOR want of time at the County Superintendents' State Convention, the above subject was not fully discussed, and the writer being requested to state his method of conducting examination for the same, now attempts to do so.

One of the rules of our County Board of Education requires the teacher having pupils completing the course of study to notify the county superintendent of the same, at least three weeks before the close of the school. By this means the superintendent knows how many from each township desire to pass the examination. He then designates a time and place for the examination of the applicants from any one township, notifying the trustee and the teachers of the township of the same. A notice through the county papers is also given, inviting parents and friends of education to attend. The examination is conducted by the superintendent and the trustee.

The forenoon is devoted to written work, and the afternoon to oral work. During the oral examination each pupil that can answer the question asked is required to raise the hand, and in case an incorrect answer is given the class is to correct it. By this means a very fair estimate of each pupil's proficiency is obtained, although not so good a test as a written examination would be; yet, we believe, sufficient, with the work of the morning, to form a just estimate. Beside, the oral work is very interesting to parents, and quite a help to pupils of lower grades in stimulating them to prepare for the same.

Probably some one is ready to ask if there is not danger of discouraging those who fail on the examination? We think not, for this reason: The superintendent becomes acquainted with the applicants during his visits, and will inform himself concerning their efficiency to some extent before the examination, and will advise with the teacher relative to the matter, and, when there is much doubt on the question, advise the pupil to defer the matter. By this means but few, who are not prepared, will present themselves for examination, and those who do, and fail, may be encouraged by proper words from the superintendent and trustee.

Why grant these Certificates of Proficiency?

1. It gives the pupil an objective point toward which he can direct all his efforts, and by this means stimulates to greater exertion.
2. It will induce pupils to take the full course of study, thus materially aiding in a proper grading of the schools.
3. It will create a desire for *thoroughness* upon the part of the pupil.
4. It will induce pupils to remain in school until the course is completed.
5. It will tend to secure regular attendance.
6. It will cause *teachers* to be *thorough* in their instruction, knowing that it is to be tested, not by themselves, but by others.
7. It will create a healthy emulation among teachers, to present the *best* class for examination.
8. It calls the attention of parents more directly to the work of the school, and better acquaints them with the work of their teacher, and will be an auxiliary in securing a more hearty co-operation upon their part.
9. It will call the attention of school officers more directly to the work of the school-room, and better acquaint them with the ability and energy of each teacher.
10. It will tend to popularize the schools with the people, and disseminate a healthy educational feeling throughout the country.
11. Last, but not least, it will help us to get rid of that class of teachers who think that each school is a little world all to itself.

The form of the certificate is as follows:

HANCOCK COUNTY PUBLIC SCHOOLS.

Common School Department.

John James, of School No. —, ——— Township, having completed the course of study prescribed for the common schools of Hancock county, merits this certificate.

In witness whereof, our signatures are hereunto affixed, this — day of —, 188—.

————— Teacher.

————— Co. Supt.

————— Trustee ————— Township.

THE GREAT SOUTHERN COMET OF 1880.

PROF. DANIEL KIRKWOOD, STATE UNIVERSITY.

SOON after sunset on the evening of February 2d, 1880, Dr. B. A. Gould, Director of the Observatory at Cordoba, South America, noticed a bright stream of light rising from a point beneath the western horizon. As was supposed when first observed, this luminous beam soon proved to be the tail of a very large comet. From observations at Cordoba, the Cape of Good Hope, and other points in the southern hemisphere,* the elements of the orbit were calculated by Dr. Gould, Mr. Hind, and others, with the remarkable result that the comet had actually passed through the sun's atmosphere; the nucleus, in perihelio, having been less than 100,000 miles from the solar surface. It was found, moreover, that the orbit coincided so closely with that of the great comet of 1843 as to render it nearly certain that the bodies were identical.

The period from 1843 to 1880 was about 36.9 years. The comets of 1770 B. C., 370 B. C., and 1512 A. D., may have been former returns of the same body, as the dates of their appearance harmonize with the period. The next return in 1916 or 1917 will be looked for with great interest.

Several important facts are clearly established by the determination of this comet's orbit:—

1. The nucleus must have a very great density to escape dissipation in perihelio by the sun's intense heat, to say nothing of the motion of 360 miles per second through the solar atmosphere.
2. The sun's envelope at the height of 100,000 miles must have almost infinite tenuity; otherwise the comet's motion would be very sensibly deflected.
3. A small decrease in the perihelion distance, from any cause whatever, would result in the comet's falling upon the sun's surface, producing great disturbance of the solar atmosphere. As the condition of the sun's surface, indicated by the number and magnitude of its spots, is believed to influence our own atmosphere, the effect of such collision and disturbance might be felt on the earth itself.

* The comet was invisible in the northern hemisphere.

ADVICE GRATIS.

BY ANNA C. BRACKETT.

THERE is probably no profession that has given to it so much advice and suggestion as that of teaching. We are rather case-hardened to this, from the very fact that we have so much of it. Here, for instance, is one of the latest clippings from a prominent journal:

"A writer in the *National Journal of Education* aptly complains that there are too many common-places uttered at teachers' meetings, too many settled matters stated and re-stated as if they were startlingly true.

"There is much truth in these complaints, as no one knows better than the journalist to whose desk in the proper season comes weekly a basketful of reports of these meetings. The addresses and discussions mostly present long-accepted truths stated in a variety of ways; there is sometimes in a hundred such reports not one fresh, suggestive paragraph.

"It is no wonder that thoughtful people should distrust the system that produces so much stuff of the cut-and-dried sort, and so little wholesome evidence of vital growth.

"Twenty sentences relating to actual experience with some knotty point of method or discipline are worth two columns of well-worded—and entirely uninteresting—essay on facts and theories that were old fifteen years ago."

We listen and only remark, "Please go on. Don't mind us at all; we are used to it; no doubt you are perfectly right."

In fact, we are probably as conscious of the difficulty of our problem as our outside critics, and very probably we have given quite as much thought and consideration to it as they. The whole matter of education is perfectly simple. In the first place, we know exactly what this boy or this girl is to be twenty years hence, and just what demands will be made upon him or her. All we have to do is to fit both for that definite work. Intellectually, we have only to present, in a clear form, the knowledge of the world, and having secured the child's attention his mind will eagerly appropriate it. It is all perfectly plain, and it becomes clear that the position of the teacher is really quite a nominal one.

It is very true that many very commonplace papers are read at meetings of teachers. But the same remark will apply to almost any company of people. And the fact that there seems to be no suggestive word in an article is not always the fault of the writer. Suggest is a transitive verb, and demands not only a direct object in the accusative, but also an indirect object in the dative, and if the indirect object be not susceptible of an impression the sense will necessarily be not apparent.

But seriously, would the reports of these meetings be any more acceptable to the world at large if they were composed of personal, "actual experiences" than they are now? Of what value would it be to another teacher to be told circumstantially how I managed to avoid an impending difficulty in some particular recitation in some particular class and so to send them on rejoicing in their work?

The method that I must employ for a certain class or a certain pupil would be of no value to him who is quite a different person, with an entirely different class, and a totally different set of circumstances.

We certainly shall not improve our teachers' meetings by turning them into recitals of various personal experiences.

Again, it is rather hard to wish to deprive us of theories and thoughts which have stood the test of time. It would be quite restful to us if our friendly critic would formulate some of these "long-accepted truths," so that we should know what to avoid. If the papers in our meetings did present long-accepted truths it would be well. As a profession we are too much inclined to veer with every wind that blows, and not to make our work consistent by basing it on some deeply founded principles.

The truth is, that the principles and theories which are much older than fifteen years, which date long years before the Christian era, are just what we do need to feed upon and talk about. If the journalist does not find in our professional papers anything of journalistic interest it by no means follows that they are not of value to us. Every profession has in a certain degree a technical language and writes for its own members.

Give us live men and women, who, feeling daily our "long-accepted truths," keep on growing, and who put their growth into their daily professional work, and they will develop, each one in his own way, the special methods which will educate and

train those who are to be our future journalists. If these teachers receive no thanks they will not greatly care.—*American Journal of Education*.

MISTAKES IN MANNER.

BY JAMES HUGHES, INSPECTOR OF PUBLIC SCHOOLS, TORONTO.

IT IS A MISTAKE TO SCOLD. To do so merely irritates a class at first, and excites their ridicule and contempt afterwards. No person tells the exact truth when he scolds; and it is a bad thing for a teacher to get credit for making unjust accusations, or saying what he does not really mean.

IT IS A MISTAKE TO THREATEN. Penalties should be learned practically. If a teacher makes threats that a certain punishment shall follow the doing of certain things, he robs himself of one of his highest prerogatives: the power of adjusting punishment to the peculiar circumstances of each individual case. The very making of a threat erects a barrier between the teacher and his class which prevents sympathy between them. It clearly implies that he doubts their honesty of purpose.

IT IS A MISTAKE TO GRUMBLE. Pupils may occasionally deserve censure. Their intentional faults should always be corrected, and the errors resulting from accident or inexperience should always be clearly and fearlessly pointed out. They will not improve either in lessons or conduct so long as they are not shown to be defective in these respects. Grumbling is, however, quite a different matter. Complaining soon becomes a habit, and when done mechanically it loses its effect. Martin Luther says, "I blame those teachers who make of their school a place of torment and misery, and never cease to blame their pupils instead of instructing them."

IT IS A MISTAKE TO BE HASTY. He who loses control of himself loses at the same time the power to control others. The man of calm, even temper, who holds his head erect, walks in a dignified manner, looks unembarrassed, and speaks deliberately, rarely has any trouble in managing a school. The confident man is ever cool. "Excitability and haste weaken the teacher's influence; impair the accuracy of his judgment; complicate his

administration of discipline; occasion positive injustice; and stimulate and strengthen, both by example and direct collision, the fierce passions of the pupils."

IT IS A MISTAKE TO SHOW LACK OF ANIMATION AND ENTHUSIASM. Lifeless teaching does not secure attention or stimulate mental activity. The pupils will insensibly grow like the teacher. The men and women who accomplish great good are those who have energy and enthusiasm. Let the teacher be in earnest; let him show that he believes what he does to be worth doing well. The "unconscious tuition" of good teachers is often the best gift they ever give their pupils.

The teacher must not mistake a noisy, fussy, demonstrative manner for enthusiasm. Enthusiasm is earnestness without undue excitement.

IT IS A MISTAKE TO BE COLD AND FORMAL. No teacher can succeed without the *sympathy* of his class. To secure this, the teacher must be *genial* and *cheerful*, as well as *straightforward*. The sunshine of a teacher's face, and the "song-shine" of his tone and words can penetrate the darkest recesses of a child's nature, and they often develop germs of power and beauty of character, which would have died for lack of nourishment or grown to be but sickly plants in the darkness. The winds of censure, scolding and grumbling, and the snows of the barren hills of formality and indifference, only serve to make the timid nature of the child shrink and hide. Kindness in word and manner, a genuine interest in the thoughts, feelings and circumstances of a child, and the warmth of an affectionate nature, will bring out the tender buds of sweetness of temper and purity of heart, and make them grow into the most beautiful flowers of a noble nature. A genial manner will enable the teacher to deal with the thousand petty annoyances of the school-room, without allowing them to develop into great difficulties.

IT IS A MISTAKE TO ASSUME TO BE IMMACULATE. The teacher ought to know all that his circumstances will permit in relation to the subjects he has to teach. He ought also to study the subjects related to them, so that he may not have to show his lack of general knowledge too frequently. He is lacking in common sense, however, if he professes to be an encyclopædia. A mere storehouse for knowledge is of little practical value. It is desirable that pupils should have a respect for the teacher's ac-

quirements, but it is of much greater consequence that they have a profound veneration for his honesty. Some teachers sacrifice the good opinion of their pupils in a weak attempt to get credit for having more wisdom than they really possess. It would be much more dignified for them to acknowledge a deficiency of knowledge than show a want of candor.

The attempts made by teachers sometimes to conceal their lack of knowledge, are exceedingly ridiculous. A class in charge of a student teacher was reading Moir's poem "To a Dying Infant" in the Provincial Model School, Toronto. The lines—

"Yes, with the quiet dead,
Baby, thy rest shall be;
Oh! many a weary wight,
Weary of life and light,
Would fain lie down with thee"—

had just been read, when a boy asked the meaning of "wight." The student had evidently labored under what once was a popular delusion, that it was not necessary to prepare a *reading* lesson. It was clear that he did not know the meaning of the word; but with the assumption of the air of one who "knoweth all," and who is just considering "how best to explain it," he said, as he read it over quickly to himself, in order if possible to catch the meaning from the context, "Wight?—ah yes—the word at the end of the line?—yes—I am glad you called my attention to it; that is a misprint boys; it ought to be w-h-i-t-e. You see this little dying infant was a *colored* child, and the poet means that some white people are so tired of living, that they would even be willing to lie down beside a little negro to get rid of their troubles.

THE ART OF THINKING.

PAXTON HOOD.

THE three leading characteristics of healthy thought are *clearness*, *comprehensiveness* and *quickness*; and although it may tax the powers for a considerable time, it should be the object of the educator to train an intellectual energy by which the most vivid impression of a subject should be presented to the mind,

not merely by itself, but with all its attendant relations and bearings, and this distinct and compendious view reached by the most rapid and immediate perception. On many subjects this rapid insight into the core and the circumference of subjects is impossible, even with profound and accomplished thinkers; but the well-trained mind will be so fitted for intellectual gladiatorship, that most of the sophistries that cross the path of ordinary life will be cloven through at once as with a two-edged sword. There is a twofold method of regarding a subject, which greatly aids the thinking power. The first is the collection of details, and throwing them into generalization—the perpetually looking at the parts in relation to the whole. Thus the mind finds its views enlarged, thus it is emancipated from the village-life view of things to the lofty and universal framework of being. But if the mind is too much accustomed to look at things in their larger relations, then let it be educated by reflecting on the infinitely small and minute parts which make up the whole; instead of tracing from the inner to the outer, it becomes then the duty to trace from the outer to the inner.

We must not only learn, but we must learn how to use our learning. Thought must teach us how to use our mental stores; it is not mere reading or even accumulation—this may lead to congestion of the brain—a swamp in the understanding. The man who desires a fountain in his garden will not obtain it by pouring pailfuls of water there—but he may get a swamp. The mental stores and store-houses should be like other stores. Much, no doubt, gets into the stores which does not reach the exchange and the cottage. But what are the first but to minister to the intentions of the last. Eating may be pleasant work, but there may be eating without digestion. Yet it is only by the last that we have health. Thought is a worker in three great factories—minds, things and words. It is thought that needs especially to be cultivated.

Another great indispensable preliminary to correct thinking is method. It is, in truth, the very body of the art of thinking. All that logic can do is to methodize our thoughts—it does not profess to give us thoughts. As rhetoric professes to teach us the arrangement of our diction, so as to make words in their application effective, so logic professes to teach us how to arrange our reason and our ideas, so that they may wear the most complete

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The attempts made by teachers sometimes to conceal their lack of knowledge, are exceedingly ridiculous. A class in charge of a student teacher was reading Moir's poem "To a Dying Infant" in the Provincial Model School, Toronto. The lines—

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appearance. Method, therefore, we say, should be studied. First arrange your own ideas, and you will be the better able to detect the discordancy of those that may be presented to you, even in some of your great men. Upon being admitted into the chambers of their intellect, we behold the wardrobe and vestments of their minds scattered about in ridiculous disarray; and whenever this is perceived, although you admire the genius, it is certain you lose a large amount of your previous confidence in the teacher. Methodic minds move in a solar pathway, and they leave a track of light after them in the path along which they travel.

At the same time that all this is said, I must say that method itself, system, should be worn gracefully, not obtrusively, in the mind and in the life—within the life, not upon the life—even as an eminent writer says: "Our skeletons are inside our bodies; so, generally, ought our systems to be inside our minds." I hate to see a method worn like a strait waistcoat.

Indeed this art of thinking is what is meant by logic, or the science of inference. But logic has usually been studied merely as an intellectual amusement. As it has usually been studied, it is wholly unfitted for the pugilistic gauntlet of the man of the world. The art of sound thinking and right reasoning will be obtained more readily by an earnest perusal of "Locke on the Understanding," Butler's "Analogy," Lyell's "Geology," Sir John Herschell's "Natural Philosophy," or even from following out the higher order of legal evidence than from all the volumes of mere logic ever written or read.

THE QUINCY CRITIC.*

NO PAPER about the public schools would be at all complete without some allusion to Quincy. The New Zealander, who will sit on London bridge and contemplate the ruins of St. Paul, if he visits Boston and sits on Bunker Hill to view the ruins, and comes across the files of daily papers for 1878-79, will be liable to class Quincy with Hop Bitters—some quack medicine, very much advertised. Such an opinion would be erroneous; for

* Extract taken from an address delivered by A. P. Marble, of Worcester, Massachusetts.

in that little town a valuable reform is under way ; there is genuine, well-directed work and real progress in that town ; there is no sham or pretense, nor any assumption, by teachers or the superintendent, which the facts do not warrant ; the improvements there are great, and the influence of the agitation is good. The schools are alive, and that is the best thing that can be said of any school.

The herald of this success and the Homer of Col. Parker, if I may be personal, has done good service in lending the influence of a great name to attract attention to the schools, and in describing the reform in his town. In this character Mr. Adams merits only praise. We are now to consider a section of him—the maligner of Massachusetts' schools.

In his pamphlet and in the inference to which it leads, it is assumed that the state of affairs in the unregenerate Quincy was the same as in every other place ; that no progress had been made anywhere till Mr. Adams begat the new Quincy ; that examinations are a farce ; that the methods adopted in Quincy were all new ; that all superintendents are schoolmasters, gone to seed, whatever that may mean ; that half the money paid to the schools in this State is wasted, and that in this Bethlehem only has the divine light shone, where the only children live who can write letters "very perfectly," to quote from the school committee of that famous little town. A broader observation might enlighten the gentleman who seems to think that what he sees for the first time is new. There are cities in this State where the best features of that reform were inaugurated fifteen years ago ; many of them were adopted in most of the cities and large towns of the State before the Quincy school committee arose to make their little congratulatory speeches at the sham examinations. In many a western city the best of those methods have grown old—that is, such of them as can be used in a large city. If Mr. Adams wishes to explain the ridiculous practices of the school committee and the schools of Quincy before 1873, let him. But, when he announces to the world that this state of things represents the schools of Massachusetts, he goes beyond his facts !

Be easy of address and courteous in conversation, and then, everybody will think it a pleasure to have dealings with you.

WHY THE STATE SHOULD EDUCATE.

THE following eloquent extract is from the last annual commencement address of President Angell, of Michigan State University:

"We need to make the higher education accessible to the poor, not merely on account of the poor and gifted scholars themselves, but also because this is best for society.

"Of strong, well-balanced, well-furnished minds we can not have too many. They are the true riches of a nation. Without them the mines of El Dorado can not make a people rich or strong. With them the dwellers on a desert may become prosperous and invincible. Now, God bestows talent with impartial hand equally on the rich and the poor. He sows the seeds of genius in what might seem the unlikeliest spots. He often places the choicest jewels in the humblest settings. His rarest gifts of mind are dropped in the obscurest homes. As the son of Sirach has told us, "Wisdom lifteth up the head of him that is of low degree, and maketh him to sit among great men." It was on an Ayrshire peasant that heaven bestowed the power of the sweetest song that ever rose on the Scottish hills. It was to the blacksmith's son, the bookbinder's apprentice, Faraday, that the electric currents, in their rapid and unseen flight, paused to reveal their secrets. It was given to a colliery fireman to harness steam to our chariots and bear us as on the wings of the wind across the continent, and so to revolutionize the commercial methods of the world. It was on a man whose origin is so obscure that his parentage can scarcely be traced, that God laid the responsibility and conferred the power of leading us out of the disgrace of slavery and the blackness of darkness of civil war into the sweet light of true freedom and welcome peace. It is to a Michigan telegraph boy that God lends so divine a vision that he sees and measures and harnesses to his service the subtlest forces of nature. The scientific savans of the world look on in wonder as, at the command of Edison, dumb matter speaks, the word which died away upon the empty air weeks ago gains a resurrection and falls again upon our ear with a living voice. As distant Arcturus, more than 1,000,000 times as far away from us as our sun, reports visibly to him the almost infinitesimal quantity of heat which its pencil of light, after traveling its weary journey of more than five

and twenty years, has brought with it to earth, we ask in amazement what revelation is next to be made through this interpreter, for whom nature seems to have lost her wonted coyness and secrecy.

"No nation is rich enough to spurn the help which God gives in such rare minds as these, though their childhood is housed in hovels. No nation should be so short-sighted as to pile up obstacles in their path, or even to leave any which can be removed.

"Again, we need to put the higher education within the reach of the poor, because we can not afford to endow the rich alone with the tremendous power of trained and cultivated minds. To do this might form an aristocracy of formidable strength. So long as the poor have anything like an equal chance with the rich of developing their intellectual power, we have little to fear from an aristocracy of wealth; but let wealth alone have the highest intellectual training, let the poor as a class be shut out from the schools of generous culture, and we must either consign the control of all intellectual and political life to the hands of the rich, or else have a constant scene of turbulence between the ignorant many and the enlightened few. Bitter class hatred would be inevitable. There can be no stable equilibrium, no permanent prosperity for such a society.

"Talk about oppressing the poor by sustaining the university! It is the sons and daughters of the men who are poor or of very moderate means who form the great majority of the students here and in almost every institution of higher learning. I could move your hearts to pity or to admiration if I could call one after another of many whom I see before me on this occasion to come up here and tell what toils they have performed for long and weary years, what hardships and privations they and their parents have endured to gather up the few hundreds of dollars needed to maintain them with the closest and most pinching economy during their few years of residence here. Sad, indeed, will it be for the university, and sad for the State when such as they can not by manly effort secure to themselves the best help which the resources of this school can offer to them.

"Anything more hateful, more repugnant to our natural instincts, more calamitous at once to learning and to the people, more unrepugnant, more undemocratic, more unchristian than a system which should confine the priceless boon of higher education to the rich I can not conceive."

THE CHILD'S FIRST WEEK IN SCHOOL.

JOHN OGDEN, PRIN. OF OHIO CENTRAL NORMAL.

MR. EDITOR: I am asked to describe the first week's work of the child in school. Let me preface this with a few general principles; for I think no one can say just how much, or in what manner this work may be done. The *child* must be consulted, and his real wants redressed; and no one knows so well how all this can be done as the well informed and skillful teacher . . . ought to know.

1. Children *love to play*; and in this respect they are not unlike some other animals we all know. It is quite natural. Indeed, what animal in all creation are they not like; and what animal will they not imitate? They seem to be a curious compound of all other animals, as though the Creator had taken the elements of all others, and sublimated them into *man*.

We see manifestations in little children favoring this view of the subject. They are, in their plays, (and children are known best by their play, for these are natural) they are, I say, by turns, fox and wolf, hare and hound, bear and bison, ox and horse, sheep and goat, lion and monkey, cat and dog, even elephant and alligator, fish and frog; and I am sure I have detected, in some children, a striking resemblance to pigs.

I am not surprised at the seeming extravagancies of Darwinism; for there is more of the pig and monkey too, it may be, in our composition, than many of us are disposed to admit. Be it so; it is no disgrace; for I have known some people who, the more unlike themselves they were, the better, both for themselves and other people also.

Now what lessons are to be learned from these peculiarities of childhood? Plainly these, that nature stands first, in the order of learning; and that she invites little children to her great loving arms, that they may play and be happy: and not only so, but that this is the order in which she would invite them to learn, and to work.

Here the flowers beckon them away with their nodding plumes, their beautiful forms, their manifold colors, and their pure sparkling eyes. Here the fruits bend from their branches and laugh a welcome to their little hands. Here the waters (and what child

does not love the pure water?) teem with wonders; and the summer sunset sparkles with delight. The cunning spider spins his artful web, and the night-dew hangs diamond beads upon it, and upon the grass and flowers—oh what child does not love the bright, sparkling morning!—the hum of the bee, the chirping of the cricket, the song of the little birds, the flitting forms of life and beauty, all invite the wondering ear and quick eye of childhood. Why not make these available in teaching during the first weeks? Why should we interrupt this beautiful communing with nature? Why should our inefficiency and awkwardness, and even stupidity thwart nature's most evident designs? What child would turn from these to find delight in unmeaning signs, or sounds, or letters, or even printed words?

You ask me, Mr. Editor, how much of the *First Reader* he should know during his first weeks of school. I answer, *the less the better*, both for him and his teacher. *Nature first, and books afterwards*, should be the rule. But strangely enough, we have reversed this order; in part, at least. We have it, books *all* the time, and *nature* not at all. Hence our perplexity: and I want this perplexity to last, until we learn better.

Botany, zoölogy, in their elementary forms, and other studies of nature, together with that beautiful science, *the geometry of forms*, should be first in the catalogue of studies for the primary school. "WHAT?" says my incredulous reader, "Geometry before Reading?" *Yes Sir*: I mean all I say; and nature and revelation say the same thing. And if you have not yet read this lesson in either of these volumes, you are not fit to teach.

Reading should come through nature; not nature through reading. Children—little children—love animals and animal life in all its forms; and flowers and flower culture; and pray, what is there to hinder the indulgence of these propensities of children, in a system of education? *What*, but the stupidity of educators.

Here is the place, and this is the time to make our children acquainted with these things. Here is the place, and the school should furnish the opportunity to strengthen these bonds of union between nature or science, and our little ones, before we furnish them with books, and stupefy them with lessons in reading.

But unfortunately at this very age—the age when the child is hungering and thirsting for this acquaintance with nature—even

while his little hands are uplifted to us for help—to *us who should understand him*—he is caught and *confined in a school house!* And for what? To be *educated!!!* Why—what crime has he committed, that he must thus be incarcerated? “He must be *educated!!!*”—nay, *crammed*—crippled—killed—it may be—and we call it EDUCATION! By what right, pray? And mark, this suffering is not alone of the body; it is of the mind. The death stops not here. It goes on on ever on!

We sever as many of the natural ties between children and the outer world and appropriate surroundings as possible, and endeavor to establish an artificial connection by means of books and the restraints of school, which at best at this period are feeble and insufficient. Our children have asked for bread, even bread of knowledge, not books; and we have given them a stone, in the shape of a hard, unmeaning lesson—no matter what. They have asked a fish, and we have given them a serpent, and sometimes, too, in the shape of a teacher (?) And then we are ungracious enough to grumble because, forsooth, they turn way from these unnatural things—or because they hate school and learning, or what we call learning, and play truant. It would be almost a miracle if they did not do both.

But, Mr. Editor, I have said enough to make you teachers hate me, I fear. But some time when I am feeling worse, I will say more—or at least I will try to answer your questions.

WORTHINGTON, O., Aug. 20, 1880.

SYSTEM IN SPELLING.

HOW A LADY TEACHER IN HANOVER, MICH., HAS SUCCEEDED IN
INSPIRING ENTHUSIASM ON THE SUBJECT OF SPELLING.

ACCORDING to promise, I send you a copy of my method of teaching spelling. First, I use Webb's sentence method. While pupils are going through the first time, I teach them to print the words; when they review I teach them to write them; when they begin Model Reader No. 2 I first require them to learn to name the words at the beginning of each lesson rapidly, at sight. This having been accomplished, I place upon the board from eight to twelve words for a writing lesson;

this they copy on their slates at this and also at the next recitation.

In the first lesson in Webb's No. 2 we find some words ending in *ing*. This syllable I require them to commit to memory, telling them it will occur frequently. Then I assign one-half of the words for a spelling lesson, which must be brought to class written upon their slates, and then read from them, after which they spell them orally. I do not begin with the member at the head of the class, but with any member whom I may choose; and I pass the words around the class until each member has spelled every word in the lesson. *Ed* being the next suffix that occurs, I require the pupil to learn this in the same manner as they learned *ing*. Next they learn *er, est, ed, tion, ly, in, ful*, etc. When I place upon the board a word containing a syllable or syllables which they have learned, I do not apprise them of this, but let them make the discovery for themselves. This is work they love; in fact, the whole process of learning the spelling lesson they accomplish as if it were a work of enjoyment rather than a task. After having learned the syllables *in, er, est* and *ed*, they will spell the word *interested* the first time they see it, *t* being the only part of the word that is new. We call the syllables which we have not learned "new," those which we have learned "old." The class will spell any word preceding page 90, in the Model Second Reader, whether long or short.

The average age of the class pursuing this method is 7 years. The writing the words in three styles keeps the little fingers employed, teaches habits of industry, makes expert penmen, and teaches neatness; for, if written on dirty slates or in a slovenly manner, the work must be erased and rewritten. It also saves many a case of discipline; for if little fingers are not usually employed, they will be sure to find mischief. In addition to this, it teaches habits of observation in discovering the old and the new parts composing words put on the board for the first time. Very little folks tell the numbers of the parts in each word, but not the names of the parts until they are older. They should never remain idle during the hours of school, but their employment must be changed at least once in twenty minutes. Then they will have no desire to remain idle.

I neglected to mention that the pupils pursuing my method of spelling entered school for the first time last Spring term. We

have none of the old practice of students remaining after regular hours to study the spelling lesson; but pupils love their spelling lessons and love their school. They will cry and raise a storm at home if their parents wish them to remain from school in inclement weather.

On the whole, I think I have fifty-four of the nicest little folks in the State of Michigan, or even in the United States. Sickness and removals are the only causes which prevent the average attendance of our school from being perfect, or, in school phrase, 100. This method of spelling works so well that I wish it could be practiced in every primary school in the country.

—*Exchange.*

A. M. KELLEY.

AN EXERCISE IN PRONUNCIATION.

ADVERSE to my casement in my parents' house, in an oasis in the green environs, stands an alcove or balcony of an hospital. I contemplate there often a plethoric, peremptory, splenetic, invalid inmate, who seems thoroughly acclimated, whose figure might indicate him to be the patron or confessor of Magdalen or Caius College. He, according to the legend, is an expert and an aspirant for the fame of a conjurer. He holds in his hand a vase, illustrated by a distich from a Latin satire, the contents whereof are a patent, economical, almond cement, with which he tries to envelop and cement a certain schedule into an envelope. This object is never perfected from irremediable discrepancies in the sizes of the objects. As the wind soughs, his apron, which is an accessory, often and again falls into the sewer below, from which it is haled by his nephew, who rushes after it with the speed of a winged Mercury.

BE INDIFFERENT to nothing which has any relation to the welfare of men. Be not afraid of diminishing your own happiness by seeking that of others. Devise liberal things, and let not avarice shut up your hand from giving to him that needeth, and to promote the cause of piety and humanity.

COMMENTARY ON THE SCHOOL LAW OF INDIANA.

9

IX.

SCHOOL MEETINGS AND SCHOOL DIRECTORS.

THE LAW.

SECTION 25. The voters, as defined in sections 14, 15, and 16 [and 26,] of this act, shall meet annually on the first Saturday in October, and elect one of their number director of such school, who shall, before entering upon duty, take an oath faithfully to discharge the same. The director so elected shall, within ten days after said election, notify the trustee of his election, and, in case of failure to elect, the trustee shall forthwith appoint a director of said school; but any director so appointed may be removed upon a petition of three-fourths of the persons attached to said school, who are entitled to vote at school meetings.

SEC. 26. The voters at school meetings may hold other school meetings at any time, upon the call of the director or any five voters. Five days notice shall be given of such meeting, by posting notices in five public places in the vicinity; but no meeting shall be illegal for want of such notice in the absence of fraud; and the legality of such proceedings, if called in question, shall be determined by the trustee of the township, subject to an appeal to the county superintendent, whose decision shall be final. Such school meetings shall have power to determine what branches, in addition to those mentioned in section 34 of this act, they desire shall be taught in such school, and the time at which such school shall be taught: *Provided, however,* That the tuition revenue appropriated to the school, shall be expended within the school year for which it was apportioned: *And provided further,* That such school year shall begin the first Monday of July. Such school meetings shall likewise have the power to fill vacancies that may occur in the office of director; to direct such repairs as they may deem necessary in their school house; to petition the township trustee for the removal of their school house to a more convenient location; for the erection of a new one, or the sale of an old one, and the lands belonging thereto, and upon any other subject connected therewith; and at such meetings all tax-payers of the district shall be entitled to vote except married women and minors: *Provided,* That nothing herein contained shall prevent the trustee from exercising a sound discretion as to the propriety or expediency of making such repairs, removing or erecting school houses, and the cost thereof.

SEC. 27. When such meetings shall petition the trustee in regard to repairs, removal or erection of a school house, they shall also furnish to such trustee an estimate of the probable cost of such repair, removal or erection.

SEC. 28. * * * and the said trustee shall not employ any teacher whom a majority of those entitled to vote at school meetings, have decided, at any regular school meeting, they do not wish employed; and at any time after the commencement of any school, if a majority of such voters petition such trustee that they wish the teacher thereof dismissed, such trustee shall dismiss such teacher, but only upon due notice, and upon good cause shown; but such teacher shall be entitled to pay for services rendered.

SEC. 29. The director of each school shall preside at all meetings of the inhabitants connected therewith, and record their proceedings; he shall also act as the organ of communication between the inhabitants and the township trustee.

SEC. 30. He shall take charge of the school house, and property belonging thereto, under the general order and concurrence of the trustee, and preserve the same, and shall make all temporary repairs of the school house, furniture, and fixtures, and provide the necessary fuel for the school, and report the cost thereof to the trustee for payment.

SEC. 31. He shall visit and inspect the school, from time to time, and, when necessary, may exclude any refractory pupil therefrom; but the exclusion of any pupil from the school for disorderly conduct shall not extend beyond the current term, and may be, in the discretion of the director, for a shorter period.

SEC. 32. The decision of the director, in excluding a pupil, shall be subject to appeal to the township trustee, whose decision shall be final.

COMMENTS.

1. *School Meetings not held in Cities and Towns.*—The law does not provide for holding school meetings in cities and towns. The Supreme Court decides the point in the following language:

"Keeping in view these various provisions, and others contained in the act not necessary to be particularly noticed, it is evident that it was not the intention of the Legislature that the provision quoted from section 28 should have any application to incorporated towns and cities, in which there are no "voters" in the sense in which the word is used in the statute, and in which the machinery of school meetings and school directors is unprovided for and unknown. *

* * * 42 Ind. 206.

As a consequence of this all those proceedings which grow out of school meetings can not be taken in respect to the management of city schools nor in respect to the acts of city school officers.

2. *Who are Voters at School Meetings.*—The question, "Who are voters at school meetings?" is a difficult one to decide. The Legislature probably intended to exclude no tax-payer from voting at a school meeting. The Legislature, however, did not provide for this, but did restrict voting in such a way as to exclude tax-payers who are not listed or enumerated. The law, section 26, provides that "all tax-payers of the *district* shall be entitled to vote except married women and minors." Now, who are tax-payers of the district? A district is not a definite territory having fixed boundaries. The district is formed exclusively of the real property of those enumerated or listed. Section 14 fixes this by the provision in regard to the choice of enumerated or listed persons of the district to which they wish to be attached in the following language: "And such (listed) persons upon making their selection, shall be considered as forming the school district of the school selected." A strict construction of the law restricts voting at school meetings to tax-payers who are listed at the time of taking the enumeration, and no person can be listed who is not the parent or guardian of children of school age. This opinion is endorsed by the Attorney General in the following language, viz:

"1. Your question is, 'Who are legal voters at school meetings?' The question is not free from difficulties. In section 26 of the school

law, it is provided that 'at such meetings all tax-payers of the district shall be entitled to vote, except married women and minors.' Now the question arises, what is a school district, and who are within it? A school district can not be bounded by geographical lines, like a township or county. Take five farms, for example, lying in such a position that four of them completely surround the fifth, and under our laws, it might be that the owners of the four surrounding farms all belong to one school district and the owner of the surrounded farm not belong to such district. A careful reading of sections 14 and 16, of the school law, will show this. Section 14 provides for a listing by the township trustees of all children, and that they 'shall list the names of parents, guardians, or heads of families, male or female, having charge of such children;' that such trustees shall enter opposite each name the whole number of children in charge of the person so named, etc., and 'shall inquire of each person whose name he so lists, to which school he or she desires to be attached, and such persons, upon making their selection, shall be considered as forming the school district of the school selected.' Section 16 further provides that 'when persons can be better accommodated at the school of an adjoining township,' etc., they can be transferred, etc., in which case they become a part of the district to which they are so transferred. The history of legislation upon this subject might indicate that the legislative intent was that all tax-payers within the territorial limits of a school district should be voters; but, as above shown there is great difficulty in many instances, in determining the territorial limits of school districts.

It seems to me that a strict construction of the statutes indicates that the proper answer to your question is that the voters at a school meeting are those tax-payers of the district, except married women and minors, who are to be regarded as belonging to the district, according to the provisions of sections 14 and 16, quoted above. In other words, the voters at school meetings are all tax-payers, male and female, except married women and minors, who have been listed as parents, guardians, or heads of families, and attached to such districts.

2. In answer to your last question, tax-payers are those persons who are liable to pay taxes, either poll or upon property.—BUSKIRK, Attorney General."

It follows that an unmarried woman who is over 21 years of age and who is legally listed in the enumeration and who pays taxes, may vote at school meetings. The director should obtain from the trustee a certified list of all persons attached to his district and have it with him at each school meeting, so as to be able to settle any dispute that may arise as to who are legal voters.

3. *Transferred Persons may Vote.*—Transferred persons have the same rights in districts to which they are attached as other persons attached thereto.

4. *Who are Tax-Payers?*—The question, "who are tax-payers?" might arise. Is it one who *pays* taxes or one who is *liable* to pay taxes? I am of the opinion that the neglect or refusal to pay taxes by a person who is *liable* to pay taxes would not exclude him from voting at school meetings. Persons who have no property and who are exempt from poll-tax are, I think, excluded from voting at school meetings.

5. *Voting by Proxy.*—There is no provision of law for voting at school meetings by proxy. Only those who are present and legally entitled to vote should be permitted to do so. The director should reject all votes sent by proxy.

6. *Who are Eligible as Directors?*—It is quite clear that no one but a tax-payer who is enumerated is eligible to the office of director. The Attorney General holds that a woman who is legally entitled to vote at school meetings, may be elected director. I give his opinion as follows, viz:

"In a former opinion I have construed the school law to mean that the *voters* at school meetings are all tax-payers male and female, except married women and minors, who have been listed as parents, guardians, or heads of families, and attached to such districts.

Under the provisions of section 25 of the school law, I think it clear that any voter at a school meeting is eligible to the office of director."—BUSKIRK, Attorney General.

7. *Compensation of Director.*—The law provides for no compensation for a school director.

8. *Vacancies in the Office of Director.*—School meetings may fill vacancies in the office of director caused by death, resignation or removal. When the voters fail to elect a director at the annual meeting, there being no vacancy to fill, the trustee may appoint.

9. *Power of Director.*—"In the control of the school house, the director must obey the instruction of the trustee.

No important repairs of the school house, or repairs involving considerable expense, should be undertaken except by direction of the trustee.

It is not understood that the director has authority to prescribe to the teacher methods of instruction or government.

The director should not exclude a pupil from school, except the pupil is found to be incorrigible.

In extreme cases the *teacher* may suspend a pupil from school until conference can be had with the director. But the fact of such suspension must be communicated to the director at the earliest possible moment, whereupon he must decide what further action the case requires, namely, whether the pupil shall be restored, reprimanded, punished or excluded.

10. *Election of Directors.*—The director is elected at the annual meeting in October. The same notice for the annual school meeting should be given as for other meetings, as provided for in section 26. This should be done as a matter of convenience. I think, however, that inasmuch as the law fixes the time for the annual meeting, such meeting would not be illegal for want of such notice. A director holds his office until his successor is elected or appointed and qualified. All voting for directors should be by ballot, and no person should be declared elected director who does not receive a majority of all the legal votes cast. In case no one receives a majority of all votes cast on the first ballot, another ballot should be taken, and so on. In case no person is elected before final adjournment, or in case a director elect fails to notify the trustee of his election within ten days thereafter, the trustee may appoint a director for the ensuing year.

11. *Removal of Director.*—Section 25 provides that any director appointed by the trustee may be removed upon a petition of of three-fourths of the persons attached to said school, who are entitled to vote at school meetings. It is undoubtedly within the province of the trustee to remove a director for incompetency or for neglect of business, upon a fair trial, either with or without a petition; but the particularity of the language in regard to the dismissal of an appointed trustee, especially as to the large majority of the legal voters required on such petition, compels us to interpret the words "may be dismissed" as equivalent to "shall be dismissed." It is therefore held that when such a petition is received by the trustee he must dismiss the director without trial.

12. *Temporary Chairman of a School Meeting.*—If a director is absent from a school meeting, some other voter present should be appointed presiding officer *pro tem*. "It is not the intent of the law that the absence of the director, whether that absence be intentional or accidental, should defeat the purpose of a school meeting."

13. *When Notice may be Dispensed with.*—No school meeting should be held without due notice, except in case of emergency. In such a case, if the voters of a school district were generally notified of the school meeting, and any action were taken at the meeting by a majority of all the voters of the district upon matters properly coming before the meeting, the meeting should be regarded as a legal one. A meeting might be held in which a majority of those present would be a minority of all the voters of the district, and at such a meeting this majority might vote to do something contrary to the will of the majority of the district. For example, the district might be composed of thirteen voters. Five of these voters, A, B, C, D, and E, might desire to do something contrary to the will of the majority. They might get up a school meeting and notify three other voters, F, G, and H, the other voters of the district not being notified. If the eight persons named should attend the meeting the five conspirators would be a majority of those present and might pass any vote they pleased. Such a meeting might be declared illegal. In case a legal notice had been given and only the eight persons named attended, the action of the majority of those present should be declared a legal action. Those who stay away would have no right to complain even though the action were contrary to the wish of a majority of the district.

14. *Power of School Meeting in regard to Location of School-houses and Employment of Teachers.*—The action of a school meeting, with reference to the erection, repair, or removal of a school-house, etc., has only the force of a request, therefore never binds the trustee to any course of action.

School meetings are not authorized to designate or employ teachers, or determine the wages at which they shall be employed.

Under the provisions of the common school law of March 11, 1861, (almost identical with the provisions of the present school law,) the inhabitants, or any portion of them, may petition the trustee for the location of an additional school district, or the erection of a school-house; and if the prayer of their petition is refused by him, they may appeal to the county superintendent; and if he reverse the decision of the trustee, it will be the duty of the latter to grant the prayer of

said petition, and if he still refuse, he may be compelled to do so by mandate. *Tragar, Trustee, v. State ex rel. Goudie*, 21 Ind. R. 317.

The inhabitants of a school township, at their regular school meeting, have a right "to memorialize in reference to the removal or erection of school houses, and upon any other subject connected with their school township." But that right is not by the statute made exclusive, and hence the trustee may, in our opinion, legally act upon a petition presented to him by the persons who are inhabitants of the school township, though it did not originate at such regular meetings. *Ibid.*

The attention is called to chapters on Employment of Teachers; Dismissal of Teachers; School Sites; School-houses; and on Appeals. Also to remarks on expenditure of school revenue during the year for which it is apportioned under chapter headed Financial.

15. *Blank for Notice of School Meeting.*—

NOTICE OF SCHOOL MEETING.

Notice is hereby given that a meeting of the legal voters of school district No. township, county, in the State of Indiana, will be held at the school-house of said district on, the day of, 187....., at o'clock,, for the purpose of and for the transaction of such other business as may legally come before it.

....., Director.

....., 187....

Five voters at the school meeting may call a meeting as well as the director.

The notice must be posted five days previous to the meeting, in at least five public places in the district. Though, in the absence of fraud, a meeting will not be illegal if held without notice, the notice should never be omitted. No question as to legality can arise when notice is properly given.

16. *Record of School Meetings.*—

Pursuant to notice, the legal voters of school district No. township, county, in the State of Indiana, met at the school-house in said district, on the day of, 18...., at o'clock,, the director presiding.

On motion of, the meeting fixed the day of, 18...., as the time when the school shall commence.

On motion of, it was

Resolved, That this meeting hereby petition the trustee of the township to furnish a full set of seats and desks for the school-house, the same to cost about \$5 each, or in the aggregate \$200.

On motion of, meeting adjourned.

....., Director.

A copy of the proceedings of the school meeting should be certified by the director, and delivered to trustee. The certificate may be as follows:

I,, Director of school district No., township, county, in the State of Indiana, hereby certify that the foregoing is a full and correct copy of the record of the proceedings of a school meeting held in said district on the day of, 18...., pursuant to notice legally given.

....., Director.

A copy thus certified and filed with the trustee will be sufficient notice to him of the action of the school meeting.

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR JULY, 1880.

- WRITING.—1. How many grades or classes in writing would you form in an ordinary country school? Why? 2 pts., 5 each.
2. Name the principal positions at the desk and explain them. 2 pts., 5 each.
3. What is the regular slant for writing, and how may it be shown? 2 pts., 5 each.
4. Explain the construction of the small *a*. 10
5. Are all of the short letters of the same height? Name exceptions, if any. 2 pts., 5 each.

Write this couplet as a specimen of your writing:—

“Maud Muller, on a summer’s day,
Raked the meadow sweet with hay.”

1 to 50.

Let the penmanship of the candidate as shown in the answers to the above be marked from 1 to 50.

- SPELLING.—1. What are the relative merits and demerits of “written spelling” compared with “oral spelling” in school? 10
2. What is the benefit of practice in spelling by sound? 10
3. Indicate by the proper diacritical marks for the sounds of the letters in the following words: *was, there, come, here, dog*. 10
4. Spell 20 words pronounced by the examiner. 70

- READING.—1. Define oral reading. 10
2. State three ways of expressing emphasis, 3 pts., $3\frac{1}{3}$ each.
3. State the different steps that should be taken in conducting a reading lesson in the Fourth Reader. 10
4. Does the kind of mark of punctuation employed in printed composition determine to any extent the inflection of voice appropriate to the oral reading of it? State reasons in full for your answer. 10

5. Make a thought analysis of the following poem by stating (1) what the poem is; (2) what was the purpose of the author in writing it; (3) what is the effect produced upon you by reading it. 10

THE MOUNTAIN AND THE SQUIRREL.

1. The mountain and the squirrel
Had a quarrel,
And the former called the latter "Little Prig."
2. Bun replied:
"You are doubtless very big;
But all sorts of things and weather
Must be taken in together
To make up a year,
And a sphere;
3. And I think it no disgrace
To occupy my place.
If I'm not so large as you,
You are not so small as I,
And not half so spry;
I'll not deny you make
A very pretty squirrel-track.
Talents differ; all is well and wisely put;
If I can not carry forests on my back,
Neither can you crack a nut."

Ralph Waldo Emerson.

6. The applicant should read orally a selection made by the examiner, upon which he may receive from 1 to 50 per cent.

ARITHMETIC.—1. What number is that which being $\times 8$, the product less 4 being $\times 14$, and this product $+25$ being $+5$, gives a quotient of 61?

Proc. 5; ans. 5.

2. A gentleman left the city A, and after traveling two days on the same parallel, reached the city B. His watch, which kept the correct time of the city A, showed that it was 12 M., when it was only 10.30 A. M. by the time at B. In which direction did he travel? How many degrees?

Proc. 5; ans. 5.

3. If 1.2 decimeters of carpet cost 25 cents, what will 94 hectometers cost?

Proc. 5; ans. 5.

4. In .4 T 3 hhd. 8 gal. how many pints?

Proc. 5; ans. 5.

5. The amount of \$1200 for 1 yr. 2 mo. 12 da. is \$1263. What is the rate? 10

6. A tax of \$95935 is levied on a city, the assessed valuation of which is \$7,674,800. What is the rate?

Proc. 5; ans. 5.

7. What is the least number of even pounds which I can use of sugar at 7 cents a pound, and sugar at 11 cents a pound to make a mixture worth 10 cents a pound?

Proc. 5; ans. 5.

8. Find the size of a cubical mound equal to one 288 ft. long, 64 ft. broad, and 48 ft. high.

Proc. 5; ans. 5.

9. What is the area of the convex surface of a cylinder whose altitude is 10 ft. and the diameter of the base 4 feet. Proc. 5; ans. 5.

10. When should help be given to pupils in the solution of problems in arithmetic? How should that help be given?

GRAMMAR.—I. Correct: *I will not do it for John's sake, and parse sake.* 2 pts., 5 each.

2. Punctuate and capitalize: *a man could not set his foot down says cortex unless on the corpse of an indian.* 10

3. Night coming on, we gave up the chase. Parse *night* and *on*. 2 pts., 5 each.

4. Analyze the above sentence. 10

5. Give the principal parts of *fly, get, knew, put, lie* (to recline.) 5 pts., 2 each.

6. Decline *which*. 10

7. Write a sentence containing a verb in the infinitive mood as subject and a prepositional phrase in the predicate. 10

8. "I'll look no more

Lest my brain turn and the deficient sight

Topple down headlong."

Parse *no* and *lest*. 2 pts., 5 each.

9. In the sentence above parse *topple* and *headlong*. 2 pts., 5 each.

10. Correct: *Riding on horseback or rowing a skiff are good exercise. There was no memoranda kept of the sales.* 2 pts., 5 each.

GEOGRAPHY.—I. In what zones are there four seasons? Why?

2 pts., 4, 6.

2. What is the difference between a plateau and a plain? 10

3. How do you account for the descent of icebergs from the Arctic Ocean into the Atlantic Ocean, while the force of the Gulf Stream is so great northwardly? 10

4. What is the general character of the animals in the northern parts of N. America? 10

5. How does the amount of rainfall on the Atlantic coast compare with that on the Pacific coast? 10

6. Name one chief production of each of the following States: South Carolina, Virginia, Indiana, Pennsylvania, Colorado. 5 pts., 2 each.

7. What bodies of water are joined by the Suez canal? What are the commercial advantages of this canal? 2 pts., 4, 6.

8. For what are the following cities respectively noted: London, Paris, Rome, Venice, Munich? 5 pts., 2 each.

9. What three great empires are in Asia? Which is the most important? Which is the most populous? 5 pts., 2 each.

10.

Country or St.	Capital.	Chief Prod't.	Chief Man.	Ch. Indus.	Ch. Riv.
France.					
Great Brit.					

10 pts., 1 each.

HISTORY.—1. What is the value of globes and maps in learning and teaching history? 10

2. What were the circumstances of President Harrison's death? 10

3. Name five prominent battles of the Mexican War? 5 pts., 2 each.

4. How was the northern boundary of Oregon settled, 1846? 10

5. What was the chief event of President Taylor's administration? 10

6. What immediately led to the secession of the Southern States and the Civil War? 10

7. What efforts were made for the reconciliation of the North and South, 1860, 1861? 10

8. (a) When and (b) where was the Southern Confederacy organized? 2 pts., 5 each.

9. Describe the assassination of President Lincoln, 1865. 10

10. What is the best way for a teacher to gain a good knowledge of United States History? 10

PHYSIOLOGY.—1. By what two experiments can you prove the composition of bone? 2 pts., 5 each

2. What is your opinion of the often-asserted physical degeneracy of man? Why do you think so? 2 pts., 5 each.

3. Why is walking a better exercise for a student than carriage-driving? 10

4. Upon what does the complexion depend? What rule would you give as to the use of cosmetics for its improvement? Why? 3 pts., 4 off for each error.

5. Is the general custom of shutting out all light from the sick room right or wrong? Why do you think so? 2 pts., 5 each.

6. Should the quantity of food taken be comparatively greater in youth or mature age? Why? 2 pts., 5 each.

7. What effect upon digestion have strong emotions or great fatigue? Why? 2 pts., 5 each.

8. What is the function of the diaphragm in respiration? 10

9. Why should we breathe through the nostrils rather than through the mouth? 10

10. What rules would you give as to the care and cleansing of the eyes and eyelids after long continued use of them, especially at night? Why? 2 pts., 5 each.

THEORY AND PRACTICE.—Write a page or more on the care of the school-room, including heating, ventilation, sweeping and dusting, the care of maps and apparatus, the decoration of the room, etc.

NOTE.—The paper written by the applicant should be marked on a scale of 1 to 100. The number, value and correctness of the statements made should be considered.

ANSWERS TO STATE BOARD QUESTIONS PUBLISHED
AUGUST—BY THE MEMBERS OF STATE BOARD.

GEOGRAPHY.—1. Nearly round. It has been circumnavigated. Ships, when coming into port, show first the tops of the masts, then the sails, then the bodies of the vessels. The shadow cast by the earth upon the moon during an eclipse is always circular.

2. Continent, island, ocean, gulf, lake.

3. The Eastern hemisphere is more than twice as large as the Western; its line of greatest length is at right angles with that of the Western.

4. Northwestwardly. This is the general direction of the isothermal lines.

5. Into salt water and fresh water lakes. Caspian Sea, Great Salt Lake, Lake Superior, and Lake Geneva.

6. They are constant winds blowing from the East between the 30th degree of north and the 30th degree of south latitude.

7. Capital is that city in a Nation or State in which the Executive lives and in which the Legislative body holds its sessions. Capitol, is the building in which that body sits. Metropolis is the chief city of a Nation or State without reference to its being the Capital. A Republic is a Nation governed by men chosen by the people. A monarchy is a Nation whose chief governing officer becomes such by inheritance, holding his power for life.

8. Maine, New Hampshire, Massachusetts, Rhode Island, and Connecticut.

9. Dresden, Magdeburg, and Hamburg.

10. Caucasus Mountains.

PHYSIOLOGY.—1. Because the proportion of mineral matter in the bones of adults is greatly in excess of that in children, making the bones stronger but more brittle.

2. To bind together the bones which form the joints, in such a manner as to keep them well in place and yet all in considerable freedom of motion.

3. Two, the cardia and the pylorus.

4. The inner mucous membrane, which is filled with gastric tubules. The salivary glands—the parotid, the submaxillary, and the sublingual.

5. That the salivary juices may be thoroughly mingled with it, and the fibres so separated that they may present the largest surface possible to the action of the gastric juice.

6. To absorb the digested elements of food from the small intestines and carry them into the thoracic duct, which conveys them into the subclavian vein and that to the right auricle of the heart.

7. The arteries carry the blood from the heart, the veins carry it to the heart; the arteries begin in single canals and divide into many branches; veins begin in fine capillaries which unite to form single canals; arteries are stronger and more elastic than veins; arteries are provided with valves which veins do not have; from their difference in construction arteries have pulsations from the course of blood through them which veins do not; in the gen-

eral system the arteries carry the fresh pure blood, while the veins carry the dark impure blood; in the pulmonary system the reverse of this is true.

8. In inhalation to take the oxygen of the atmosphere into the blood to carry it to the various organs; in exhalation to expel the effete particles of the system, the carbonic oxide and the impure watery vapour from the lungs.

9. The cuticle and the cutis; the office of the cuticle is to protect the cutis, which serves as a bed upon which lie innumerable fine nerves and blood vessels, upon which delicacy of touch depends; the cutis also holds the pigment which makes complexion.

10. By washing away the accumulations of worn out cuticles, the results of perspiration, and the accumulations of dust, it opens up the pores of the skin and permits a healthy and natural action of the surface of the body.

ORTHOGRAPHY.—1. A *lingual* is a sound pronounced principally by the tongue. It is so called because the tongue is the organ chiefly employed in uttering it. A *liquid* is a sound that flows smoothly, being uttered without any jar or harshness; *m* is a liquid but not a lingual; *l* is both a liquid and a lingual; *t* is a lingual but it is not a liquid; so is *d*.

2. *A* represents eight different sounds: *a* long as in *fate*; *a* short as in *fat*; *a* as in *air*; *a* (Italian) as in *father*; *a* as in *grass*; *a* broad as in *all*; *a* like short *o*, as in *what*.

3. Il-lus'-trate. Cor'-po-ral.

4. The diacritical marks can not be shown for want of proper type.

5. When a word consisting of two or more syllables is accented upon the last syllable, and ends in a single consonant, and this consonant is preceded by a single vowel, then the final consonant is doubled on receiving a suffix beginning with a vowel. The word *travel* does not come under this rule, not being accented upon the last syllable. The rule of spelling violated by doubling the *l* might be stated as follows: When a word consisting of more than two syllables is not accented upon the last syllable, and does not end in a single consonant preceded by a single vowel, the final consonant is not doubled on receiving a suffix beginning with a vowel.

READING.—1. George Washington was the Commander-in-Chief of the American forces during the war of the Revolution. He was born in Virginia on the 22d of February, 1732, and died on the 14th of December, 1799. He was the first President of the United States. He was remarkable for his lofty patriotism, his loyalty to his convictions of duty, the purity of his life, his indomitable courage and sound judgment. He was especially remarkable for his perfect poise of character.

2. In the selection, *promote* means *maintain* and *advance*; an *institution* is an organization established by society for the attainment of some definite end. Washington is speaking of educational institutions. *Diffusion* is spreading abroad, making general. *Government* is an institution of society, established to promote justice. *Public opinion* is the common judgment of the people upon any matter of general concern.

3. The five words in the second question are proper words for a spelling and definition lesson, for the reason that a study of these is necessary to a full comprehension of the thought expressed.

4. "As an object of primary importance" means in this connection the thing or matter that is the foundation upon which the structure of the government must rest. "Institutions for the general diffusion of knowledge" means those organizations that have for their purpose the spreading abroad among the people valuable information.

HISTORY.—1. England, France, Holland, Sweden, and Spain had colonies in America.

2. Florida, a Spanish colony, was ceded to the United States in 1819, in pursuance of a treaty made necessary by difficulties with the Seminole Indians, and upon the payment by us to Spain of five millions of dollars.

3. Valley Forge, on the Schuylkill river, about 20 miles from Philadelphia, was the winter camp of Gen. Washington's army, 1777-'8. Philadelphia was in possession of the British. The winter was very severe. The American soldiers put up rude log huts for their quarters; but their clothing was scarce, as was food also. The suffering of all was great, while the condition of the numerous sick was pitiable in the extreme.

4. The completion of the New York & Erie Canal, in 1825, gave an impulse to similar enterprises elsewhere, multiplied vigorous settlements along its line, and greatly stimulated migration from the Atlantic seaboard westward.

5. Thomas Hart Benton, born in North Carolina, 1782, died in Washington, D. C., 1858, was a Colonel under Gen. Jackson in 1812, was U. S. Senator from Missouri for thirty years, 1820 to 1850, and afterwards served in the House of Representatives. His "Thirty Years' View" is a history of the U. S. Government during his senatorial career, and he also published an "Abridgment of the Debates of Congress from 1789 to 1856." His strong advocacy of a purely metallic currency gained him the sobriquet of *Old Bullion*.

6. Immigration into this country from Europe has been, and is, due to the industrial depression, political restriction, military requisition, religious oppression, and lack of educational advantages, in many of the European States, with freedom and facilities in this country in those matters in which there was great restraint, if not proscription, at home. These causes have not all been equally felt in all cases. In some instances one set of causes prevails; in others, another.

7. Labor-saving machinery stimulates manufactures, by cheapening, and thus multiplying and diffusing their productions—so that the luxuries of the rich a century ago are the common comforts of the poor to-day. They also make possible and profitable the investment of large amounts of capital and the employment of large numbers of laborers in manufactures.

8. Differences of taste and judgment will cause differences in estimate in respect to our ten greatest writers in the last hundred years; but we can not be far astray if we name Irving, Hawthorne, Motley, Prescott, and Emerson as the prose writers, and Longfellow, Bryant, Poe, Lowell, and Whittier as the poets.

9. The first permanent settlement in Indiana was made about 1735, perhaps earlier, at Vincennes, by French emigrants from Canada.

GRAMMAR.—1. *First* is a simple adverb of time, and modifies *invented*. *So* is a simple adverb of manner, and modifies *said*. *So* is a simple adverb of manner, and modifies *say*. *Also* is a modal adverb, modifying the sentence in which it stands. *N't*, a contraction of *not*, is an adverb of negation, modifying *did keep*. *As* is an adverb of comparison, conjunctive, modifying the verbs *make* and *might*.

2. *And* is a conjunction, connecting the clause preceding and the one following it. *And* in line 3 is parsed similarly. *That* is a conjunction, connecting the clause in which it stands to the verb *bless* in the preceding clause. *Nor* is a conjunction, connecting the clause preceding and the clause following.

3. *The* is a definitive adjective, modifying *man*. *Great* is a qualifying adjective, modifying *discovery*. *Lucky* is a qualifying adjective, modifying *fellow*. *Close* is a qualifying adjective, modifying *monopoly*. *Patent* is a qualifying adjective, modifying *right*.

4. Indianapolis, Ind., Oct. 20, 1879.

Dear Sir,—

Your last letter was duly received.

No answer is required.

Respectfully,

John Smith.

5. *The life of Agricola, the Roman general who conquered Britain*, is the complex logical subject; the remainder of the sentence is the logical predicate. *Life* is the grammatical subject, modified by the article *the* and the phrase *of Agricola*; *Agricola* is modified by the noun in apposition, *general*, which is modified by the article *the*, the adjective *Roman* and the adjective clause, who conquered Britain. Of this clause *who* is the subject and connective; *conquered* is the grammatical predicate, modified by its object *Britain*. *Was written* is the grammatical predicate, modified by the adverbial phrase *by his son-in-law*; *son-in-law* is the principal element, modified by the adjective *his* and the noun in apposition, *Tacitus*, which is modified by the noun *historian*, modified by the article *the* and the adjectives *celebrated* and *Latin*.

6. Etymology treats of the classification, derivation and grammatical properties of words.

7. Personal pronouns, third person, singular.

8. I don't know to whom he is to be married. It is a complex declarative sentence. *I* is the subject of the principal clause, unmodified; *do know* is the grammatical predicate, modified by the adverb *not* and the objective clause *to whom he is to be married*. Of the subordinate clause *he* is the subject, unmodified; *is to be married* is the grammatical predicate, of which *is* is the copula; *to be married* the attribute, modified by the phrase *to whom*.

9. A semicolon is placed between the members of a compound sentence. A semicolon is placed between particulars enumerated with the words *first*, *second*, etc.

10. A transitive verb is one requiring the addition of an object to complete its meaning. An auxiliary verb is one used to assist in the conjugation of other verbs.

ARITHMETIC.—1. Since it is three ft. wide it is one yd. wide, and 660 yd. $\times 1$ yd.=660 sq. yd. 1320 cu. yd. divided by 660 sq. yd.=2 yd. or 6 ft.=depth.

2. Since in one day he builds $\frac{7}{8}$, he can build in $\frac{1}{4}$ day $\frac{1}{4}$ of $\frac{7}{8}=\frac{7}{32}$ or $\frac{1}{4}$ of the wall, and in $\frac{1}{4}$ days he can build 6 times $\frac{1}{4}=\frac{3}{2}$ or $\frac{3}{2}$ of the wall.

$$3. \$82\frac{2}{3}=\$576. \quad \frac{\$576}{7} \div 40 = \frac{\$576}{7} \times \frac{1}{40} = \frac{\$576}{280} = \text{price of one yard.}$$

$$\frac{1}{4} \text{ of } \frac{7}{8} \text{ yd.} = \frac{7}{32} \text{ yds.} \quad \frac{\$576}{280} \times \frac{7}{32} = \frac{\$576}{640} = \frac{\$288}{320} = \frac{\$72}{80} = \frac{\$9}{10} \text{ or 90 cts.}$$

$$4. \text{ Since } \$6=7\frac{1}{2} \text{ per cent., } 1 \text{ per cent.}=\$6,000 \div .075=80 \text{ cts., } .80 \times 100 = \$80. \quad \$80=\text{cost.} \quad \$80-\$6=\$74 \text{ selling price.}$$

$\$74=\text{selling price.}$ $\$74$ divided by 1 per cent. of cost price, $.8=92\frac{1}{2}$ according to the rule that the percentage divided by 1 per cent. of the other number=the per cent.

5. Let 100 per cent.=cost of carriage. Then 60 per cent.=cost of the horse. Since \$100 or 100 per cent.=cost of carriage, \$60 or $\frac{3}{5}$ of \$100=cost of horse, then the cost of the horse is 60 per cent. of the cost of the carriage, and the cost of the carriage is $166\frac{2}{3}$ per cent. of the cost of the horse.

6. Interest of \$1 for 16 yrs. 8 mo. at 1 per cent.= $16\frac{2}{3}$ per cent. Since it is to gain \$100 in that time, \$100=principal, \$100=interest, according to the rule, divide the given interest by the interest of the given principal for the given time at 1 per cent. $\$100 \div .16\frac{2}{3}=\6 per cent. Ans.

$$7. \begin{array}{l} 24:6 \\ 20:200 \\ 6:8 \end{array} \therefore 16=160 \div 2=80. \text{ Ans.}$$

$$8. \begin{array}{l} 140=\text{acres} \\ 4 \\ \hline 560=\text{R.} \\ 40=\text{No. sq. rds. in a R.} \\ \hline 22400=\text{sq. rds. in 140 acres.} \\ 100 \\ \hline 22500=\text{sq. rds. in the farm.} \end{array}$$

$$\sqrt[2]{22500}=150 \text{ rds. in length of one side. } 150 \text{ rds. Ans.}$$

9. 3 bu., 2 pk., 3 qt., to pt. Since in 1 bu. there are 4 pks., in 3 bu. there are 3 times 4 pks.=12 pks., $12+2$ pks.=14 pks.

Since in 1 pk. there are 8 qts., in 14 pks. there are 14 times 8 qts.=112 qts., $112+3$ qts.=115 qts.

Since in 1 qt. there are 2 pts., in 115 qts. there are 115 times 2 qts.=230 pints. Ans.

$$10. \sqrt[3]{74088}=42$$

$42^2=1764$, area of the bottom of the cistern.

EDITORIAL.

THE BEST METHOD OF TEACHING MORALS.

Edward Brooks has said, "It is better to inspire the heart with a noble sentiment than to teach the mind a truth of science." With all high-minded teachers the chief work of the school-room is *moral character*—the different studies pursued are simply means to this great end. The *best* method of teaching morals is still a mooted question. It is certain that the results reached by formal instruction on the subject at fixed times when pupils take what is said as a matter of course, and the "goody goody" talks given after some wrong has been done and the offending pupil can be held up as an example, have not yielded very satisfactory results. Among many of the more thoughtful teachers the plan of reading choice selections to the school and requiring pupils to commit to memory beautiful extracts from the best authors, and thus storing the mind with ennobling sentiments, has been gaining ground. To further encourage the reading of some of the more favorite authors the anniversary of their birth-days have been celebrated in such ways as to arouse an interest in the authors and their works, not only among the pupils, but in entire neighborhoods. While this method has been pursued by isolated superintendents and teachers, and in irregular ways, no one seems to have systematized it and carried it into the schools as a regular study, till the task was undertaken by John B. Peaslee, superintendent of the Cincinnati schools. Mr. Peaslee has taken great interest in the matter, and has prepared a book of * "Graded Selections," and the school board has adopted it as a regular text-book. The plan is to devote one hour a week to this work of talking about and memorizing these selections. Eight lines per week is the amount to be mastered and the amount furnished by the book for each grade. After a year's trial the results have been more than satisfactory, and the method is commended to the careful consideration of other superintendents and teachers. Perhaps in no other way can so much be done to cultivate the tastes of boys and girls and to banish the reading of "dime novels" and *pernicious* literature. When the mind of a child has been stored with beautiful thoughts and he has been taught to reverence great authors and to love to read their books, very much has been done to determine him in favor of highminded and noble living, and to shield him from all bad influences, whether in the shape of bad associations or corrupt books.

The following are specimen selections:

"A thing of beauty is a joy forever."—*Keats*.

* Published by Van Antwerp, Bragg & Co., of Cincinnati.

"Do all the good you can,
In all the ways you can,
To all the people you can,
Just as long as you can."

"POLITENESS is to do and say
The kindest things in the kindest way."

"If the task is once begun,
Never leave it till it's done;
Be the labor great or small,
Do it well or not at all."

"Lost, yesterday, somewhere between sunrise and sunset, two golden hours, each set with sixty diamond minutes. No reward is offered, for they are gone forever."—*Horace Mann.*

"If a man empties his purse into his head, no man can take it away from him. An investment in knowledge always pays the best interest."—*Benjamin Franklin.*

"Reading maketh a full man; conference, a ready man; and writing an exact man."—*Francis Bacon.*

JOHN G. WHITTIER.

So thoroughly is the Journal in sympathy with the above idea that for some months to come it will contain extracts suitable to write upon the black-board and teach to children, and thus assist teachers who do not have ready access to libraries. Next month the Journal will contain a sketch of the life of John G. Whittier, and it is suggested that the schools throughout the state begin early to get ready to celebrate the anniversary of his birth-day, which occurs December 17th. It will be much more profitable to take up one author and learn all about him, than to learn a little about several authors.

EXACTNESS.

In nothing else do teachers fail more than in exactness. They are content to know something about a subject without mastering it. They are content to prepare their own lessons so that they understand the main points, and leave uninvestigated the minutiae. They are content to "promise to pay" on a given day, and pay a few days afterwards. Teachers who are not, themselves, exact, can hardly be expected to properly train children in this important element of good character. Children should be taught that it is not sufficient for them to learn something about their lessons, but that they must master them. In their recitations they should be required to say just what they mean, and not permitted to say something about it and leave the teacher to guess at the rest. In their written examinations they should have credit for what they put upon the paper, and not what they "intended" to write.

If a rule or definition is to be committed at all, it should be learned exactly. If the teacher requires exactness in recitations pupils will study with a view to meeting the demand, and thus a habit of thoroughness will be established that will be of great value in all practical life.

To illustrate how carelessly and loosely children commit to memory unless carefully trained, the following facts are recited: A county superintendent in one of the better counties sent out a list of examination questions for pupils to answer and return to him. One of these questions was, "Give the Golden Rule." Out of about 2,000 papers only *four* gave the rule exactly right.

In another of the best counties, while the Teachers' Institute was in session, a gentleman offered a copy of Webster's Unabridged Dictionary to every member and visitor present who would write out correctly the Lord's Prayer. One hundred and sixty-two persons, including two ministers of the gospel, handed in papers, and not one secured a dictionary.

Further comment is not needed.

COUNTY SUPERINTENDENCY.

It is strange that after a trial of seven years county superintendency should need defense, and yet it is true. That it has achieved for the schools excellent results, and that the country schools are very much better than formerly—no person cognizant of the facts will deny. The schools in most counties have been graded and systematized. The work of teaching has been inspected. The standard of qualification of teachers has been advanced. The general educational tone has been raised.

The absolute necessity of having an organizer and leader to direct the work of a hundred independent isolated teachers, many of them without experience, is just as apparent to the mind of an intelligent person, as it is that a railroad should have a superintendent, or that a manufacturing establishment should have a foreman, or that *any* business employing a large number of hands should have some one to lead, direct, plan, criticise, help. Nobody doubts the wisdom of superintendence in all the business affairs of life. They know that it saves money and insures better work. School teaching and school work do not form an exception to this universal principle.

But still superintendency needs defense, and now is the time to make it. The writer knows of several counties in which the candidates for the Legislature, that are likely to be elected, are making a special fight against superintendency, and pledge themselves to abolish it, if they can, when elected.

The time to labor effectively with these and all other candidates for the legislature is *before* the election. Let superintendents, and more especially teachers and other friends of the county schools go to work at once and bring to bear such influences as will inform and make right every Representative and Senator in the state. Teachers hold the balance of power in most counties, and they should place the welfare of the schools above party. To abolish

or seriously cripple county superintendency would be to turn the educational wheel of progress back at least ten years.

If superintendency is not doing for the schools all that it should it is the fault of the administration and not the fault of the system.

He who opposes the *system* does it either because he is ignorant of what it has done and is doing, or because he is a demagogue, or because he is opposed to the best interests of the schools.

A QUESTION OF LAW.

MR. EDITOR:—Will you be kind enough to state in your Journal what right a superintendent has to tax the teachers who attend a county Institute? Last year our superintendent taxed the teachers (about 100 of them) each one dollar, besides drawing his fifty dollars from the county. The work was done principally by home teachers, only one or two of whom received pay, and that pay was moderate. Two normal school men and two book agents visited us during the week and did some work. The book agents of course paid their own way, and I understand that the others simply received their expenses. The fifty dollars appropriated by the county was more than sufficient to meet all expenses so far as the closest observer could see, and the query is what right the superintendent had to exact the \$100 of the teachers?

Answer.—The law provides that the superintendent shall receive his per diem for holding an Institute as for doing any other work, and he is not entitled to one dollar of the fifty dollars given by the county. That is to go exclusively to pay the expenses of the Institute. The superintendent has no legal *right* to tax teachers, but in many counties in order to employ more foreign help and make the Institutes greater successes than could otherwise be done, the teachers cheerfully pay a small tax of their own free will.

GRADING COUNTRY SCHOOLS.

For the benefit of the teachers in the few counties of this state in which the grading of the country schools has not yet been attempted, the Journal wishes to say that there is no longer any doubt as to the practicability or the importance of this question. It has been made a success in a large majority of the counties of the state, and can be made a success in any county where the teachers will cheerfully work with the superintendent to that end. The grading of country schools can not be so exact as in cities, and the irregularity of attendance and the different lengths of the school year in different townships usually make it necessary to ignore the element of time in arranging a course of study. But it is entirely practical to say that when a child has completed the Second Reader he shall know a given amount of geography, language, number, etc., and when he has finished the Fourth Reader he shall be advanced to a given

point in arithmetic, grammar, geography, etc. This simply requires that each pupil shall be provided with his full complement of studies, and not waste his time in taking only half of them.

The matter is very simple so far as the small children are concerned, but the trouble arises with the older ones who are well advanced in some branches and very deficient in others. Common sense would dictate that such cases should not be forced arbitrarily into any given grade, but allowed to use their time to best advantage to themselves, simply working *toward* the grade. In a few years most of these inequalities can be worked out and the course of study made to apply generally to the country schools. Just as well begin this work at once as to wait—it will require time and common sense whenever undertaken. Whenever accomplished the work of the school is much simplified. The number of classes will be greatly reduced. The teacher will be relieved from the responsibility of deciding what studies a child should take. A new teacher does not need to spend from one to three weeks in re-classifying the school and in undoing what his predecessor has done.

There are many good reasons in favor of grading and not one against it, and every county not already in line, should fall in at once, and every teacher should give the move his hearty support.

FIRST DAY OF SCHOOL.

The first day is the most important of all the days of the year. Upon no other day does so much depend. Upon no other day do children observe so closely and weigh so carefully every word and act of the teacher. Upon no other day can the teacher make such lasting impressions. When recess of the first morning comes he has fixed for himself a standing in the estimation of the school that will determine very largely his influence over the school for days and months to come. A good impression inspires confidence and is a chief element in securing obedience and good order.

A teacher should study then well the first mornings' work. He should not only have a general idea of what to do in the organization of the school, but should have every step clearly marked out and determined. He should not only know just what to do and when to do it, but *how* to do it.

The only two things absolutely essential for a teacher to know before opening school the first morning is, (1) that the house is in good condition, and (2) the classification of the school (including the degree of advancement) at the close of the last session. After *short* opening exercises the important thing to do is to provide work for every pupil *as soon as possible*. The shortest method is the best one. By assigning lessons in arithmetic and asking that the work be neatly done and left upon the slates for recitation, immediate and continuous study can be insured for some time. While these lessons are being prepared the older pupils not in the former school can, with a few questions be set to work with one of the arithmetic classes, and then you are at liberty

to give attention to the little ones. By this process every pupil in school can be assigned work within fifteen minutes from the time the work begins. Let the first recitations be short, and more work assigned in arithmetic, and also other lessons, passing from one class to another so rapidly that none will become idle. Idleness is the entering wedge to all disorder.

The secret of success in organizing a school is to assign work *promptly* and *keep the pupils busy*, requiring the best of order from the beginning.

THE ELECTION OF TEACHERS.

The law provides that trustees shall appoint teachers, but not more than one-half of them do it. The following, taken from the *Spencer County Manual*, is to the point, and should be read by every teacher:

"No one believes more strongly than I in the right of the people to choose their own rulers and servants, but I think experience clearly demonstrates the wisdom of the law which places the selection of teachers in the hands of the trustee. He, by virtue of his office, is made the custodian of the schools of his township. He has the opportunity at hand to know the qualifications and the character of teachers. He is, under oath of his office, bound to administer the affairs of his office according to his best judgment, and if he fails to do this, the fault is not in the law, but either in the people themselves or in the trustee. The election of teachers frequently foists upon the people men and women who are not qualified for the position to which they are elected. It frequently, yes, almost invariably, creates dissension between two or more candidates, each of whom has his or her friends, and as a result bad feelings are engendered. Such a state of affairs injures any teacher. The teacher is placed in the role of a "candidate," who is expected to go around and solicit the votes of the people, not on merit but on personal grounds. I trust the day is not far distant when all the trustees will shoulder the responsibility of appointing their teachers."

EDUCATIONAL EXHIBITS AT FAIRS.

Attention is called to Mr. Lilly's article in this month's Journal on the importance of educational exhibits at County Fairs and at Teachers' Institutes. The idea of making an exhibit of school work in connection with Institutes is certainly a very excellent one. Nothing can be more profitable to a teacher than for him to have the results of his work placed beside the results of the work of others engaged in the same line of work. Nothing else can assist one so much in fixing a high standard, and nothing else will show to one so convincingly the defects in his own results. For the sake of the teacher, the pupils, and the public these exhibits at Institutes, and at both county and state Fairs should be made.

PRACTICE MAKES PERFECT.

Nowhere is the truth of the old adage, "Practice makes perfect," more clearly shown than in the study of Arithmetic. Pupils are required to spend too much time in *learning process* and too little in practice. The result is they are able to give long and difficult explanations, and at the same time can not solve *rapidly* and *accurately* a simple problem in addition or multiplication. It is well for a pupil to know that to find the cost of $12\frac{1}{2}$ pounds of beef at $8\frac{1}{3}$ cents per pound he must multiply the cost of one pound by the number of pounds; but this information will be of little service unless he can readily multiply $8\frac{1}{3}$ by $12\frac{1}{2}$.

Teachers are doing much to bring about this result by black-board work, dictation exercises, etc.; but there still seems to be a demand for some simple means of furnishing a *practical* drill-exercise for all grades of pupils. Few, if any, text-books have a sufficient number of problems for this purpose, while most of these lose the greater part of their value by having the answers in the hands of the pupil. There are many objections to the plan of putting problems on the black-board to be copied and solved by the pupil. Some of the principal ones are: It takes too much of the teacher's time to prepare such work and place it before the school. In many rooms there is not sufficient black-board to contain work adapted to the advancement of the various classes. The time of the pupil that is spent in copying the lesson should be spent in solving it.

In many cases the work not being at hand when needed, the teacher, for want of time, puts it off from day to day, thus robbing the child of his *practice*, with the natural result. Teachers should carefully consider the above facts, and try to secure some means whereby the pupil will have less *teaching* and be required to do more work for himself.

W.

THE STATE BOARD OF EDUCATION.

The State Board of Education in Indiana is composed of the State Superintendent, who is *ex-officio* President, the Presidents of the State University, the State Normal School, Purdue University (the State Agricultural College), and the Superintendents of the three largest cities in the State, which at present are Indianapolis, Evansville, and Fort Wayne. No one familiar with the work of this board for the past ten or more years doubts that it has done much to advance the general standard of the schools. It has worked in harmony with the county superintendents and strengthened their hands. Through the questions for the examination of teachers it has equalized and raised the standard of qualifications for teachers in a marked degree. The county superintendents, almost without exception, work in harmony with the State Board plans, and thus there is mutual confidence and coöperation, and a general advance all along the line.

THE TEACHER'S TASK.

Yes, sculptor, touch the clay with skill;
Let lines of beauty curve and flow,
And shape the marble to thy will,
While swift-winged fancies come and go—
Till the stone, vanquished, yield the strife,
And some fair form awake to life,
Obedient to thy beckoning hand—
And thy name ring through all the land!

And, painter, wield the brush with care;
Give firm, true touches, one by one,
Toil on patiently, nor know despair;
Open thy whole soul to the sun,
And give of love's serene repose,
Till the dull canvas gleams and glows
With truth and wealth of sentiment,
And thine own heart shall be content!

But, teacher, mould the tender mind
With daintier skill, with dearer art,
All cunning of the books combined
With wider wisdom of the heart,—
The subtle spell of eyes and voice,—
Till the roused faculties rejoice,
And the young powers bloom forth and bless
The world and thine own consciousness!

—*The Teacher.*

INDIANA COMPLIMENTED.—For several years past Indiana has been well represented in the National Educational Association, and since the Centennial year has been commanding much more than its former respect. At the last meeting, held at Chautauqua, Indiana came near receiving all the honors, viz: James H. Smart was elected President of the General Association; Lemuel Moss was elected President of the Collegiate Section; E. E. White was elected President of the Industrial Section; Geo. P. Brown was elected Secretary of the Normal Section; J. S. Irwin was elected Counsellor; J. B. Roberts was elected Vice-President; and ——— Tousley, now of Minnesota, but formerly an Indiana man, was elected President of the Elementary Section.

Union Christian College, at Merom, Ind., under the presidency of Rev. T. C. Smith, starts out this year with its usual prospects for a good attendance and prosperity.

GRAMMATICAL.

MR. BELL—*Dear Sir*: In reply to your request I send you the diagrammed analysis of the following sentence; also parsing of italicised words:

"We thought *it tiresome to walk a mile* to school."

Second reading:

We thought it [to be] tiresome to walk a mile to school.

Third reading:

We thought to walk a mile to school [to be] tiresome.

DIAGRAM.

[We			
	thought	[to be] tiresome		
		{ (it) {	[over] .mile a	
		to walk {	to school.	

PARSINGS.

It is an expletive, objective case, grammatical subject of *to be*.

[*To be*] is a verb, irreg., intrans., p. p., *be, was, been*, infinitive, present, having the construction of a noun, the object of *thought*.

Tiresome is an adjective in the predicate, limits *it*, the grammatical subject of *to be* or *to walk*, the logical subject of *to be*.

To walk is a verb, reg., trans., act., inf., pres., having the construction of a noun, the logical subject of *to be*, understood.

Mile is objective case, governed by a preposition understood, as *over* or *through*.

F. P. ADAMS.

THE INDIANA UNIVERSITY.—The University opens, for the Fall term, Thursday morning, September 2d. All the Professorships, ten in number, are filled. Prof. Clark has been transferred from the Chair of Greek to that of English, made vacant by the resignation of Prof. Hoss. Prof. R. B. Richardson, Ph. D., of Yale College, for two years past Principal of the High School at Chicopee, Mass., becomes Professor of Greek. The Chair of Modern Languages, made vacant by the resignation of Prof. Boisen, will be occupied by Prof. W. T. Jackson, Ph. D., for some time past Principal of the Academy at Fostoria, Ohio. Prof. Jackson pursued his post-graduate studies partly at Yale College and partly at the University of Michigan. All the other Professorships remain as last year. Prof. Jordan expects to be in his place at the opening of the term. In a recent note, speaking of his work for the Smithsonian Institute, he says: "We have made a collection from the coast of upwards of 15,000 specimens (of fishes, etc.), five times as much as by all preceding explorers of this region combined. I have arranged to secure a series of all the duplicates to the University, without cost, besides my own series."

The Library, to which considerable additions were made last year, and further additions will soon be made, will be under the special care of Mr. W. W. Spangler, of the last graduating class. He will give his entire time to this

service, and the Library will be open for five or six hours every working day of the term. Additions have also been made to the chemical and physical apparatus. For a number of years Dr. Wylie has acted as Vice-President in the occasional absence of the President, but this service has been a courtesy and gratuity, without official recognition by the Board. At their June meeting, however, the Board elected Dr. Wylie as Vice-President, and attached a small compensation to the office. This was only a fitting notice of one who has long, laboriously and faithfully served the University. The prospect now seems excellent for a large attendance of students this Fall.

KENTUCKY STATE TEACHERS' ASSOCIATION.

The Kentucky State Teachers' Association met at Lexington, August 10th. The attendance was very small, probably 75 in all. Lexington has a Superintendent of public schools with full corps of teachers, four young ladies' seminaries, Kentucky University and the State Agricultural College, and two academies for young men—altogether employing something like 80 teachers. Of this number we noticed *three* in attendance on the first day's session, and perhaps a dozen during the meeting. Yet the State Association was invited here to be entertained! Notwithstanding the small attendance, the interest was good and the discussions pointed and practical. Both the President and Vice-President of the Association being absent, Prof. Gaines, of Louisville, was called to the chair. A general discussion upon "the good of the order" was participated in by Prof. Vance, Carlisle; Prof. E. E. Smith, Purdue University, Ind.; Prof. Marshall, Cynthiana; Prof. Rucker, Georgetown; Prof. L. L. Rodgers, Indianapolis, and others. In the evening Senator A. S. Berry, of Newport, delivered an excellent address to an audience of 75 to 100, and yet Lexington has a population of 17,000.

Prof. Vance inaugurated a discussion upon the question of Certificates for Teachers. After the curious facts were developed, (1) That teachers licensed by the State Board for five years afterwards failed upon simple examination by local boards, (2) That teachers who utterly failed upon examination by County Commissioners, could by some curious process get a *special license* to teach, Prof. Smith, of your state, gave a full and very clear statement of the manner of granting licenses in Indiana, and stated that the "special license" system seemed to him both pernicious in effect and an imposition upon pupils and parents. Prof. A. T. Wiles, of Newport, read a good but lengthy address upon "Curriculum of the Common Schools," the general tenor of which was to the effect that there are too many subjects and too much of many subjects taught.

The Association elected the following officers for next year. President, J. T. Gaines, Louisville; Vice-President, A. T. Wiles, Newport; Secretary and Treasurer, J. J. Rucker, Georgetown. Elizabethtown was selected as the next place of meeting.

E.

SPELLING TEST.—The following list of words were pronounced to a Teachers' Institute recently with the results indicated: Highest per cent. 90; lowest 5; general average 44+ : number of teachers participating 44. Chandelier, Caucasian, somersault, diphtheria, macaroni, eying, trestle, glycerine, penniless, supersede, model, pomace, polonaise, telephone, whereas, debut, deficit, mortgage, ostracise, finale.

Some time ago the Journal mentioned the fact that Thos. W. Bicknell, of Boston, contemplated starting a new magazine in the interest of higher education. The plan has been consummated and the prospectus is out, and the first number will appear in September. It will be devoted to the science, the art, the philosophy, and the history of education; it will be monthly, and each issue contain 100 pages. The contributors will be the ablest that can be secured in this country and England. Such a paper *ought* to be liberally supported, and would be, if it were not for the fact that so many of our "higher" educational men already know it all and need no more light. Price, \$4.

A QUERY INVOLVING GOOD MORALS.—*Dear Sir:* Will you tell us through the Journal what the penalty would be in the following case? Two brothers, one a good student, the other very poor, wish to teach. The poor one goes into an adjoining county where they are unknown and engages a school. The good student attends examination in the same county, obtains a license in the other's name, upon which the latter proposes to teach.

HARTFORD CITY, IND., Aug. 5, 1880.

Answer.—Revocation of license for fraud.

The Western Normal Educator, started a few months ago at Ladoga, has changed editors. Ed. B. Smith has taken the place of W. T. Fields, and has changed the appearance somewhat—as we think for the better. The August number contains a very good portrait of John M. Bloss, together with a sketch of his life.

No college in the state has a higher standing for thoroughness and for good moral influence than has Earlham College. Joseph Moore is President.

The Annual Catalogue of Vincennes University, Lewis Prugh, A. M., President, shows a total enrollment for last year of 146, 52 of which were in the preparatory.

John R. Rankin, of Indianapolis, has invented a system of "simplified short-hand." It can be easily learned, and when acquired is about twice as rapid as ordinary writing.

ROLL OF HONOR.—Names of students of the Winamac Normal who have not missed a recitation during week ending August 25th, without an excuse secured by giving a good reason:

T. E. Tyler, A. L. Barnes, J. H. Barker, J. R. Starr, L. G. Woodruff, H. C. Thompson, Mollie Blue, A. J. Hall, Denia Carter, Susie Washburn, Linda Good, Mattie March, Emma Washburn, Clara Hathaway, Rachel Thompson, Sarah Phillips, Katie Carper, A. R. Hardesty, W. J. Morehart, J. R. Compton, Tillie Howeizen, Charles South, Rosa Kramer, Kate Parrott, O. F. McCay, D. B. Gill, Chad. Gary, Mary Stokes, Mary McBretney, Anna Gilky, Belle Keiser, Ida Keiser, Emma Nimrod, Hannah Byers, Lou. Kramer, Emma Welch, Carrie Diltz, Mary Hortsman, Dora Stauffer, E. G. Freeman, Caddie Glover, Belle Fish, Tracy Baker, Laura Collins, Cora Graves, Elsworth Small, Stella Burson, G. B. Diltz, Allie Prettyman, Laura Gates, A. B. Barnes, Daniel Walters, Cecil Mallon, David Rarick, G. W. Wildermuth, W. N. Dunn, H. H. Loring, Geo. L. Burson, Mary Stout, Eva Street, Eva R. Horner, Laura Rathfon, Ettie Reish, Mary Hazlett, Liddie Leader, Mollie Bruce, Bessie Story, Lizzie Conner, Mattie Fisher, Mollie Stoker, Lizzie Woodruff, Josie Harman, D. C. Walters, Rillie Hastings, M. D. Baughman, Elmer Long, R. J. Byers, Samuel McGinnis, G. H. Hazlett, T. E. Knotts, Dora Hayworth, T. E. Dunn, Dora Keys, Mattie Murphey, Jas. M. Falvey, Phs. L. Wood, Ollie Frederick, Ophelia Wolf, Geo. Starr, John Starr, M. M. Story, T. K. Hoffner, Lou. Kramer, Permelia Wolf, W. W. Fahler, Maud Campbell, Jesse M. Harman, Geo. Jones, R. J. Compton, R. A. Nye, Emma Allen, Hettie Dukes, Addie Dukes, Anna Collins, R. J. Byers, C. W. Mull, Chas. King, C. W. Barker, J. H. Barker, Geo. Reddick, C. W. Jackson, Linda E. Rafton, Ida Washburn, Lida Crist, Mattie Knotts, W. B. Taylor, Jennie Prettyman, Hattie Wood, M. M. Hathaway, Lola Hathaway, Carrie Vurpilet, Robert Peters, H. G. Jones, Ella Megahan, D. C. Jenkins, Olie Jones, Maranda Eddy, Emma Riggs, Lena Rains, Charlie Barratt, Allie Starr, Alma James, Frank Bright, Laura Baughman, Della James, Dessie Kilander, John Gates, Rachel Beatty, Della Wood, Agnes Agnew, Belle Hackett, Ulva Budd, L. E. Mehl, R. A. Thompson, C. H. South, J. M. Harman, Mellie Holmes, C. E. Smith, Belle Keiser, Lee O. Bruce, Howard Stout, N. A. Murphy, Jos. Riggs, Ralph Phillips, Frank. Freeman, Lizzie Barnett, Lizzie Dunn, J. W. Roland, Leslie Hazlett, Wilson Zeiber, Aaron Bruce, J. N. Schull, Fannie Baughman. Total number, 166. This is more than double the entire term enrollment of any previous Normal held at this place.

W. E. NETHERTON, Prin.

You find yourself refreshed by the presence of cheerful people. Why not make earnest effort to confer that pleasure on others? You will find half the battle is gained if you never allow yourself to say anything gloomy.

It is easy enough to find plenty of men who think the world owes them a living, but hard to find one who is willing own up that he has collected the debt in full.

PERSONAL.

C. A. Morris will remain at Martinsville.

J. T. Bean is principal of the Rome schools.

W. H. Link will superintend the Petersburg schools next year.

A. H. Ellwood has been re-elected principal of the Brookston Academy.

Morgan Caraway will have charge of the schools at Fortville the coming year.

J. C. Weir will enter upon his second year as principal of the Leavenworth schools.

Prof. S. S. Hamill, the elocutionist, will travel for some months to come in the East.

J. C. Black remains at Hope at an increased salary. His wife will teach with him.

Rev. H. A. Gobin has been installed Professor of Greek in the Robt. Stockwell chair at Asbury.

J. S. Hall will teach this year at Grantsburg. He builds up a good school wherever he teaches.

C. P. Doney, of the Rockport High School, has been elected principal of the Logansport High School.

J. M. Roseberry, assisted by C. E. Hodgins and Miss Fannie Johnson, will teach the Trafalgar schools this year.

Joshua Groves is entering upon his fifth year as superintendent of the Cannelton schools. The people like him.

O. Phelps, one of the early editors of the Journal, is now located at Arkansas City, Kan., still engaged in the school work.

N. T. Groves has charge of the schools of Tell City. He is doing much to organize and grade, and is achieving good success.

T. G. Alford, last year principal of the High School at Washington, will have charge of the High School at Rockport, at an increased salary.

J. M. Daniel is again at the head of the Troy school, and will enter upon his third year of his second term. The schools are growing into good condition.

S. S. Parr, of the State Normal, and C. P. Doney, of Rockport, conducted a very successful Normal at Rockport, with an average attendance of about forty.

G. W. Hoss has been engaged by the Normal school board at Emporia, Kansas, to give instruction in Elocution, and to lecture on principles of public speaking.

D. Moury, superintendent of Elkhart county, is still sick at the Sanitarium at Battle Creek, Mich. He hopes to be able for duty by the beginning of the school year.

A. H. Kennedy, superintendent of the Rockport schools, has invented a series of blocks to illustrate nearly all the rules of mensuration, which are ingenious and *to the point*.

Israel Whitehead, superintendent of Perry county, has decided to grade his schools. He will have the hearty coöperation of his teachers, and of course success will crown his efforts.

Wm. S. Wood, formerly of Ohio, has been elected superintendent of the Seymour schools. Mr. Wood taught one year at New Albany, and has recently been at Covington, Ky.

John B. Peaslee, superintendent of the Cincinnati schools, has been doing some very acceptable institute work in this state. The Journal extends a cordial invitation to him to repeat his visit.

Walter S. Smith, formerly of Marion county, Ind., last year of Germantown, Ky., will have charge of the Normal department connected with Kentucky Classical and Business College at North Middletown, Ky.

John A. Winters, who for several years was principal of the high school at Seymour, and was recently elected superintendent in the same city, has resigned on account of ill health, and is at present located at Rolla, Mo.

E. A. Bryan, a native Indianian and a graduate of the State University (class of 1876,) now principal of the schools at Grayville, Ill., was the principal instructor at the Perry county Institute this year. He does good work.

J. W. Nourse, superintendent of Spencer county, has just issued a neat manual, containing a course of study and some good suggestions to both trustees and teachers. He starts out to make the grading of his schools a success this year.

T. V. Dodd has been elected superintendent of the Madison schools. Madison for years has been the only city in the state without a superintendent. Mr. Dodd is an affable gentleman and an energetic teacher, and will certainly improve the schools.

H. B. Jacobs is about to enter upon his eighth year as superintendent of the New Albany schools. He entered the schools as principal of one of the districts thirteen years ago, so his school service has been quite extended. The school troubles of last year were principally of a financial character and are nearly forgotten.

Chas. E. Hewett has again been re-elected superintendent of the Knightstown schools *vice* Michael Seiler. Mr. Seiler's short stay at Knightstown was the result of an unfortunate division in the school board and in the community, which he had nothing to do with. He is a graduate of the advanced course of the State Normal School, and is one of the ablest teachers.

Hiram Hadley, some years ago one of the most popular teachers in Eastern Indiana, but who for some time past has been engaged in business and for the past year has acted as agent for D. Appleton & Co., has decided to return to his first love and enter the old profession again. He has decided to open a private school in Indianapolis, under the name, "Hadley's Academy." The writer never visited a more orderly, better disciplined, or more thorough school than was Mr. Hadley's Private Academy at Richmond, Ind.; and unless he has lost his old time energy and push, and his love for order and high scholarship, he will make one of the best schools ever taught in Indianapolis.

NORMALS AND INSTITUTES.

Fall term of the State Normal School begins September 7th.

Jas. A. Lynn and Arnold Tompkins have just closed a successful Normal at Williamsport.

Knox Normal School will open under the supervision of G. A. Netherton and H. C. Rogers, September 13th, and continue six weeks.

The Jasper County Normal at Rensselaer numbers 167. Connected with it is a "Model School" for the observation of teachers, which is said to be eminently successful.

PIKE COUNTY.—The Institute in this county was held at Petersburg, Aug. 16-20. On the first morning the organization was completed, and work was commenced in earnest. The work was mostly done by home teachers, but Prof. Bell, of the School Journal, gave us two days' thorough and practical work. Employment of Teachers and Township Institutes were discussed in all their bearings. Whole number enrolled 87. Average daily attendance 74.

A. W. SELBY, Sec'y.

CRAWFORD COUNTY.—The thirteenth Teachers' Institute closed to-day (August 27th.) Total enrollment, 102. Miss L. J. Springer, J. C. Wier, W. A. Bell, and J. M. Johnson were the principal workers. Most of the time was spent on primary teaching, the very thing the teachers most needed. We expect to note improvement in this county the coming year. County Supt. J. W. C. Springtun is doing good work. Mr. Bell was heard to remark while here that he had not in a year visited an Institute that surpassed ours in promptness, regularity, close attention, and courteous bearing toward instructors.

CLARK BROWN, Sec'y.

DELAWARE COUNTY.—The annual session of the Institute in this county convened August 10th, with a good attendance. Chief among the instructors who were present during the entire week was Mrs. Emma Mont. McRae, principal of the Muncie High School. Her daily talks upon school management, etc., were of great value, and could not fail to make a strong and lasting impression. John B. Peaslee, of Cincinnati, author of a little book en-

titled "Graded Selections for Public School Use," gave a new bent to Institute work by showing how quite young children may be interested in *good* literature; that cultivating a taste for good reading is the surest safeguard against impure and unsafe reading. Other valuable instruction was given, not only by *home* workers, but by persons from a distance, among whom were Miss Thomas, J. A. C. Dobson, W. A. Bell, and Frank P. Adams.

OWEN COUNTY.—At the Owen County Institute for 1880, the attendance was greater than for any previous session, the enrollment reaching one hundred and forty-seven. The work was well executed, and the interest grew to the close. A number of prominent school men were present, among whom were W. A. Bell, J. M. Bloss, and Prof. Samuel E. Harwood, of Carbondale, Illinois. The prominent features in the work were the instruction in Language, and a paper on "Competitive School Work." A committee, composed of one member from each of the townships, were chosen to prepare a plan for conducting the competitive examination, and to arrange for the exhibition of the results at the next annual Institute. A resolution commending Supt. King for his efforts in advancing the standard of education was passed by a unanimous vote.

GEO. W. THOMPSON, Sec'y.

CARROLL COUNTY.—The fifth annual Normal of Carroll county commenced at Camden, July 26th, and continued four weeks. Attendance 80, being the largest ever held in the county. Instructors were Supt. Britton, Messrs. S. B. McCracken and Bailey Martin, of the State Normal. This was followed by the county Institute, held at Delphi during the week beginning August 23d. The enrollment reached 123, with an average daily attendance of 90. The instructors at the Institute were Geo. F. Bass, principal of Public School No. 3, Indianapolis, S. B. McCracken and Bailey Martin. Lectures were given during both the Normal and Institute by Rev. J. C. Fletcher, of Indianapolis. The interest manifested in both Normal and Institute reflected much credit on Supt. Britton, who has filled this office for several consecutive years. Mr. Bass is an old friend of the teachers in Carroll county. They reluctantly bade him farewell at the close of the Institute, and hope to meet him again next year.

BELLE FISHER.

OHIO COUNTY Teachers' Institute convened at Rising Sun, July 12th, with county superintendent I. B. Sherman presiding. Most of the school workers of the county were in attendance at the opening session, while others came in day by day, until near sixty teachers, resident and visitors, had been enrolled. P. P. Stultz, principal of the Rising Sun schools, and E. F. Brown, teacher in the Indianapolis High School, were the instructors. Primary work was the subject designated by the superintendent as the most profitable for discussion, and was dwelt upon by the institute in the manner prescribed by the superintendent for conducting the exercises. Notwithstanding the oppressive heat of the first few days, a high degree of interest was maintained during the entire week, and the perfect quiet which was so systematically preserved, was but characteristic of Ohio county teachers. The institute was to each teacher what his school should be to his pupils—interesting, systematic, effective.

Prof. Brown delivered a public lecture on "Other Worlds than Ours," which has been highly commended. As a whole the institute was a *success*, in the broadest sense of the term, and much credit is due the instructors for their efficient labor, and the superintendent for the success attendant upon this his first institute work, as presiding officer.

. SECRETARY.

LEXINGTON, IND., Aug. 30, 1880.

SCOTT COUNTY.—Our County Institute convened August 23d, with about thirty teachers in attendance. The Institute was one of unusual interest, in fact the best that was ever held in the county; which arises from the intellectual elevation the teachers have worked out for themselves in the past few years. On Friday evening the enrollment of teachers, school officers and friends of education amounted to 152 members. Before adjournment on Friday evening a set of resolutions were presented for the action of the Institute, among which we note the following:

2. That we heartily disapprove of the conduct of those teachers who, by their negligence and lack of interest, have failed to attend our Institute.

3. That we believe that the prosperity of our state demands that the male and female be equally educated.

8. That we favor the enactment of a judicious law requiring attendance at our public schools.

10. That we believe that the interest and prosperity of our most excellent school system—the envy of all our sister states—demand that the coming Legislature leave our "superintendency law" intact.

J. HOLLENBECK, Supt.

ALICE HOOVER, }
E. P. McCASLIN, } Secretaries.

JACKSON COUNTY.—The Institute convened August 16th, 1880. Supt. J. B. Hamilton chairman. The instructors were H. B. Jacobs, of New Albany, Prof. William P. Pinkham, Richmond; Prof. F. P. Adams, Danville. The home workers were Messrs. Lucas, Motsinger and Gregory. One hundred and eighteen teachers were present, with an average daily attendance of 92.3 during the week.

Prof. Pinkham lectured on Tuesday evening on "Higher Education." His leading thought was, "God's purpose is man's perfection, and Christianity furnishes the conditions requisite, education being an important factor." On Wednesday evening Prof. Jacobs lectured on "Our Public Schools, their objects, whose they are, and those engaged in them." On Thursday evening Miss McAvoy, formerly of Cincinnati, lectured on "Conversation."

This Institute was unanimously conceded to have been one of the most profitable and efficient ever held in this county.

A resolution commending the faithful efforts of Supt. Hamilton in behalf of the cause of education was unanimously adopted. The Institute of 1880 will be long and pleasantly remembered by all its attendants.

HENRY GREGORY, JR., Sec'y.

BROWNSTOWN, IND., Sept. 1, 1880.

BOOK TABLE.

U. S. Rectangular Survey.—An abstract of the U. S. rectangular survey has been compiled and arranged by I. E. Youngblood, superintendent of schools in Warrick county, and Robt. M. Graham. The work is comprised in about 30 pages, but gives a very clear and concise explanation of this important subject. In addition to the plan of surveys of the townships and sections, the whole is illustrated with diagrams, and the uses of various instruments are given. The forms of deeds, mortgages, etc., are also given. The little work will be of material service to any teacher who desires to teach this practical part of arithmetic effectually.

A Practical Arithmetic for Grammar Schools and Academies.—By GEO. E. SEYMOUR, A. M., Instructor in St. Louis High School. G. I. Jones & Co.

In the August number of the Journal we noticed Seymour's Elementary book in Arithmetic; the Practical Arithmetic, by the same author, is now before us, and is a continuation of the same practical, unique plans, methods, and subjects begun in the lower book. By a methodical arrangement of the practical topics, and by carefully avoiding all unnecessary repetition, and by omitting all unnecessary matter, ample space is given to the logical presentation of *essential* parts of arithmetic. The time usually spent on arithmetic is ample to thoroughly ground the average pupil in all the fundamental and practical parts of the subject, but according to methods now used this mastery of *essential* principles is the exception, not the rule. The matter, the arrangement, the methods are all up to the latest, best thought of the day, and the mechanical execution of the book we have not seen excelled. Teachers should examine it.

BUSINESS NOTICES.

Asbury University will open September 15th. Candidates for admission to college for the first time should be present for examination Sept. 13-14. The prospects are good for a large accession.

The State Normal is the best normal school to attend, not only on account of its thorough instruction, but because a diploma from it is equivalent to a state certificate. It permits the holder to teach in any county in the state, without examination by the county superintendent, and is good for life.

Prof. T. J. MCAVOY'S SCHOOL OF ELOCUTION will reopen September 13, 1880. This is the fourth year of the school, and it has steadily increased in numbers and popularity from the beginning. Special classes of ten each will be held Saturdays (at any hour between 9 A. M. and 4 P. M.) for teachers, at reduced terms. Room 64, Fletcher & Sharpe's Block, Indianapolis, Ind.

C. E. Dickinson & Co., located at 82 and 84 N. Pennsylvania street, Indianapolis, are the chief school furniture men of this state. They make the best school desk, and sell more than all other firms in the business. They deal in every variety of school supplies, and are always prompt in their dealings. "Reasonable prices and superior quality" is their motto. They are always glad to see teachers and trustees visiting Indianapolis.

OHIO CENTRAL NORMAL AND KINDERGARTEN TRAINING SCHOOL, *incorporated under State Law, with full Faculty and State Board of Trustees.*—This school now has a complete Model, consisting of a full system of graded schools attached, for the purpose of observation and practice.

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The advantages here for thorough training in all grades and departments, are unsurpassed by any school in the country.

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SCHOOL BLANKS.—We have great pleasure in again calling the attention of School Boards, Superintendents and Teachers to our popular line of School Blanks. The following list comprises those most largely used and the prices charged:

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9-1t

INDIANA SCHOOL JOURNAL.

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No. 10.

U. S. RECTANGULAR SURVEY.

ROBT. M. GRAHAM.

THE value of a practical knowledge of this branch of education has been, until very recently, ignored, especially so far as the common schools are concerned. It is true that surveying has been universally taught in our colleges, but not until within the last two or three years has it claimed admission into the common schools. The subject of surveying, as taught in our higher institutions of learning, and as treated in text-books, is far too difficult and complicated for use in the common schools. It involves geometry, trigonometry, sines, tangents, logarithms, formulæ, and numerous other things that are unknown in our district schools. Now the object of this article is to divest it of aforesaid paraphernalia, and give such a review of that part which may be easily and profitably taught in the common schools, and to pupils who know nothing of geometry and trigonometry.

The only practical application of this science, to farmers and persons other than actual surveyors, consists in the description and location of land; that is, the location of a tract of land, from its description in a mortgage, deed, or tax-list, and its description in a legal document from its position in the survey. As this subject has been almost entirely confined to the higher schools and colleges, our farmers and others who have received their educa-

tion in country schools, are left profoundly ignorant on one of the most important branches of their education. This ignorance prevails to a great extent among our common school teachers, and, as a natural consequence, they fail to instruct their pupils on this, which should constitute an important factor of a practical education. I doubt very much if ten per cent. of the teachers of Indiana, or one per cent. of the Fifth Reader pupils, can interpret the following, leaving out of the question the locating of the tract, and the number of acres contained: s. hf. n. hf. ne. qr., and s. hf. nw. qr. nw. qr. se. qr.

Every farmer, and everybody else who has anything to do with land, should, at least, be able to locate and state the amount of land contained in a tract from its description; and to write out a proper description of any tract from its shape and position.

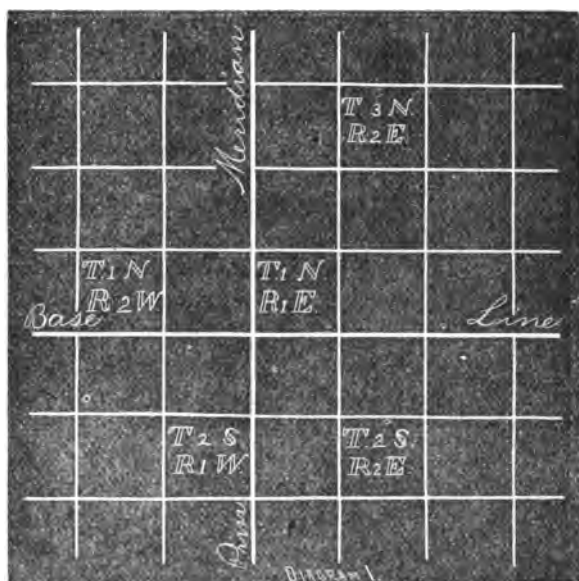
Prior to the year 1802 no system of surveying had been adopted by law in the United States, and, as may be inferred, no uniformity existed; some lands being laid out according to one plan and some according to another entirely different, giving rise to disputes, litigation, and general confusion.

Congress soon saw that it was just as necessary to have a fixed system of surveying public lands as fixed standards of weights, measures, and values; and, accordingly, in 1802, Jared Mansfield, Surveyor General of the N. W. Territory, presented the following plan, which was immediately adopted, and was used in the survey of all the then public lands of the United States, and subsequently all lands since acquired by the U. S. This plan is the most simple and convenient of any yet invented, and is substantially as follows:

Through the state, territory, or district to be surveyed, a line is run north and south, called the *principal meridian*. At right angles to this another is run, called the *base line*. (See Diagram 1.) As the accuracy of the survey depends upon the correctness of these two lines, they are accurately established from careful measurements and astronomical observations. Other meridians, called *range lines*, are then run, one either side of the principal meridian, six miles apart, the first six miles from the p. m. This divides the district into strips six miles wide, running north and south, called *ranges*. On either side of the base line, parallel lines, called *town lines*, are run six miles apart, dividing the district into strips six miles wide running east and west, called

towns. The first strip south of the base line is called town *one* south; the second town *two* south, and so on. The ranges are said to be range *one* east, range *two* east, etc.

These town and range lines, by intersecting each other, divide the district into rectangles, each approximately six miles square; these are called *congressional townships*, and contain thirty-six square miles. Bear in mind that there is a distinction between a town and range, and a congressional township; the first being a strip six miles wide through whole survey east and west; the second a strip running north and south, while the third is a square, formed by the intersection of town and range lines, and embraces a part, both of a town and a range. The annexed diagram shows the method of locating the townships.

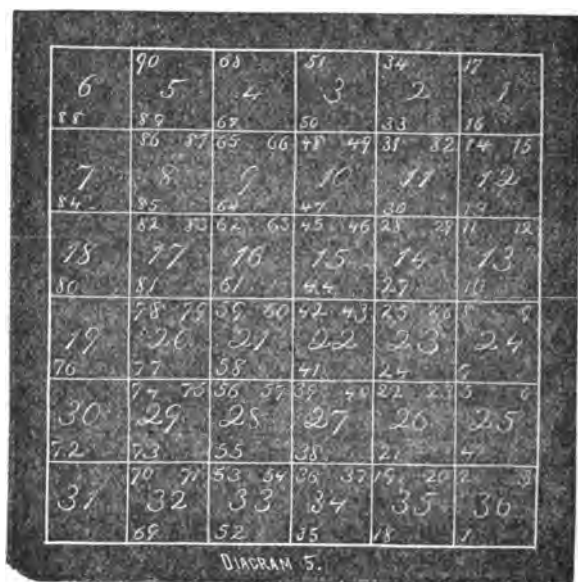


It will, perhaps, be well to state here, that on the principal meridian, base line, town and range lines, corners are marked every half mile, at the time they are run, to facilitate the further division of the land.

We have thus far given the general plan of the division of the tracts into townships. The town and range lines are supposed to be run continuously across the district without interruption; this, however, is not the case, as we shall explain when we come

to speak of *correction lines* and *fractional sections*. In teaching, we think, that in order to avoid confusing the pupil, it is better to consider these lines in this manner, and after the pupil gets the general plan, correct the error.

When the land has been divided into townships, the townships are divided into sections by running lines east and west and north and south, a mile apart, thus making the sections a mile square, and to contain six hundred and forty acres. The manner in which the sections are surveyed is as follows: The surveyor goes one mile west of the southeast corner of the township, on the southern boundary, and from this point runs north one mile; then east on a random line to the eastern boundary of the township. Should this random line intersect the township line at the first section or mile corner, he measures the line back, establishing a corner midway on the line; if not, he finds the proper mile corner, corrects the line, and then marks the quarter section corner midway on the corrected line. The small figures in the diagram indicate the course of the surveyor, and the order and manner in which the lines are run. (See diagram 5.) It will be



seen from the diagram that the two last rows of sections on the west are both surveyed on the same run north. Thus, the sur-

veyor goes north from 69 to 70, then east to 71, and from 70 west to 72. The two northern sections in these two rows are finished by the surveyor intersecting the northern boundary at 90, which completes the survey of the sections.

The U. S. Surveyor has then completed his task, and any further subdivision is the work of the local, or county surveyor. The division of the section into quarters is indicated by the corners, marked midway on all section lines. The local surveyor, when called upon to do so, connects these corners by lines intersecting in the centre of the section, thus actually dividing the sections into quarters.

Of course all lines run are carefully measured, and in the division of the township into sections these measurements are made from south to north, and from east to west. From causes, hereafter to be explained, the townships seldom contain exactly thirty-six square miles. The measurements in dividing the townships being made in the manner described, it is evident that the excess or deficiency—that is, the amount of land the township contains more or less than six square miles—is thrown in the north and west tiers of sections, and in the north halves of the north tier, and the west halves of the west tier. From this fact, the sections on the north and west sides of the township are called fractional sections, because they contain more or less than six hundred and forty acres. Section six, in the northwest corner, from having the excesses or deficiencies thrown into it from both the east and south, is called the double fractional, and seldom contains more than one exact quarter.

CORRECTION LINES.—The lines run by the compass are not parallel, but converge toward a centre, the magnetic North Pole of the earth, which is located in the Boothia Peninsula, northeast of Hudson Bay. From this convergence of the lines, they approach each other as they near the magnetic pole, thus making the north sides of the townships narrower than the south sides, and the townships north smaller than those south. Now, if these lines be continued for a considerable distance, the disparity in the size of the townships will become so great as to cause serious disagreements between different parts of the survey. This is counteracted, to a considerable extent, by making every fourth town line north, and every fifth town line south, a secondary base, or correction line, and re-measuring the distance on those

lines, thus preserving to a great extent the uniformity and regularity of the survey.

In order to counteract discrepancies that may arise from inaccuracies in measurements caused by obstructions, such as underbrush, ravines, hills, etc., every eighth range line east and west

Corner		22	11	Meridian	11	22	Parallel	
		21	10		10	21		
19	20	8	9	9	8	20	19	
18		7			7	18		
16	17	5	6	6	5	17	16	
15		4			4	15		
13	14	2	3	3	2	14	13	
Base		12	1		1	12	Line	
		28	14		14	28		
27		13			13	27		
25	26	11	12	12	11	26	25	40 39
24		10			10	24		38
22	23	8	9	9	8	23	22	37 36
21		7			7	21		35
19	20	5	6	6	5	20	19	34 33
18		4			4	18		32
16	17	2	3	3	2	17	16	31 30
Cor		15	1		1	15	Range	

Diagram 4.

of the prime meridian is taken as a secondary, or correction meridian, and the distance re-measured. (See diagram 4.)

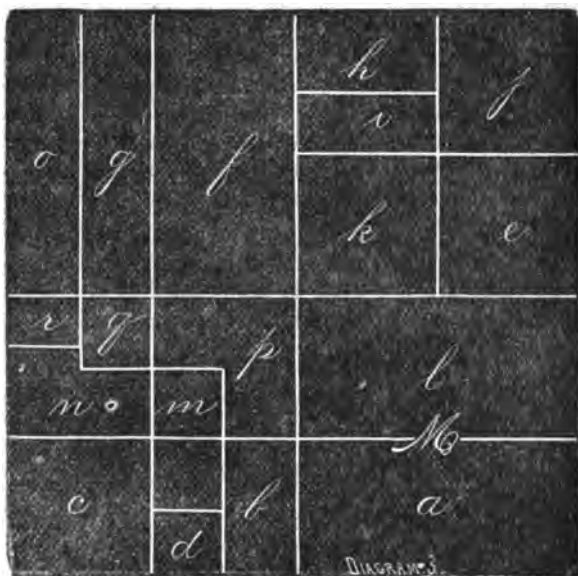
In the diagram the figures indicate the course of the surveyor, and the order in which the townships are surveyed.

In order to render this little article more practical to the teacher, we give below exercises and suggestions, taken from Youngblood and Graham's Abstract of the U. S. Rectangular Survey. These, we think, will fully repay the teacher for using them, and presenting them frequently to his pupils.

In the diagram, the lines crossing in the centre of the section represent quarter-section lines, and divide the section into quarters.

The tract indicated by M in the diagram represents the south-east quarter, and contains 160 acres.

- (L) The north half of the south-east quarter (n. hf. se. qr.), 80 acres.
 (A) South half of the south-east quarter (s. hf. se. qr.), 80 acres.



- [B] E. hf. se. qr. sw. qr., 20 acres. [K] Sw. qr. ne. qr., 40 acres.
 [C] Sw. qr. sw. qr., 40 acres. [M] Sw. qr. ne. qr. sw. qr., 10 acres.
 [D] Sw. qr. se. qr. sw. qr., 10 acres. [N] S. hf. nw. qr. se. qr. and s. hf. nw.
 [E] Se. qr. ne. qr., 40 acres. qr. nw. qr. se. qr., 25 acres.
 [F] E. hf. nw. qr., 80 acres. [O] W. hf. w. hf. nw. qr., 40 acres.
 [G] E. hf. w. hf. nw. qr., 40 acres. [P] E. hf. ne. qr. sw. qr. and nw. qr.
 [H] N. hf. nw. qr. ne. qr., 20 acres. ne. qr. sw. qr., 30 acres.
 [I] S. hf. nw. qr. ne. qr., 20 acres. [Q] Ne. qr. nw. qr. sw. qr., 10 acres.
 [J] Ne. qr. ne. qr., 40 acres. [R] N. hf. nw. qr. nw. qr. sw. qr., 5 acres.

NOTE.—Every tract of land is known by its description as above, which gives us its extent and position in the section. The position of the section in the township is known by its number, and the position of the township is determined from its town and range.

It frequently happens that a tract of land is neither a square or a parallelogram, but is in the shape of an L, as *p* in the diagram. Such pieces may be separated into two or more squares or parellograms, and each part described separately.

The teacher will find it very profitable to drill the pupils on description and location of lands. A very good form of exercise for this purpose is as follows: Draw upon the blackboard three diagrams, viz: one of a tract of land divided into townships showing the *base line* and *principal meridian*; one of the township divided into sections, but with the sections unnumbered; a square representing a section on a large scale. Now write the following descriptions on the board, and require them, one at a time, to advance to the board and in the diagram of the section draw a map, correct in form, size and position, of each of the tracts indicated in the following examples. When they have drawn a map or plat of the tract, require them, on the diagram of the township, to check the section indicated, and on the remaining diagram check or mark the proper township.

NOTE.—This exercise should be varied by the teacher drawing in the diagram of the section a plat of a tract, and checking on the other diagrams any section and township, requiring the pupils to write the description on their slates and read it aloud. Always have the pupils, when possible, to do the correcting themselves, by criticising each other's work.

The diagrams are not used in the order they are numbered. They were engraved for the work mentioned above.

SELF CULTURE.

C. A. FYKE.

How are you going to spend your long winter evenings? Will it be in a senseless prattle about the many disagreeable things that happen in your immediate neighborhood, and, perhaps, in taking issue in some district quarrel? Will it be in pursuit of pleasure at neighborhood gatherings or in sleigh-ride parties to some neighboring village? Or, will it be in your room by a comfortable fire, pursuing a course of reading, previously laid down and provided for, (of course you will first prepare your work for the following day), studying some branch not yet mas-

tered, and trying in various ways to prepare yourself to take an advanced position in your profession?

Would that I might answer these questions and feel assured that the sentiment expressed would meet the hearty approval of every teacher in the district schools of Indiana. There is much room for improvement in this direction, and although this article may not hit a large number of our teachers, yet I am positive that many are thus neglecting to improve the "talent" which the Master has given them.

This is a fast age; the world is on an onward movement, more rapidly than many have yet dreamed of, and those who fill prominent positions amidst this hurly burly conflict of mind and matter, must utilize every spare moment in keeping abreast with the times. Economy of time is economy of money, and your advancement will depend upon this economy.

Higher wages must be paid before our common schools will be what they ought to be, and the superior qualifications of the teacher must, to a great extent, bring this about. Teachers who can teach "readin', 'ritin', and 'rithmetic" comfortably are not in demand; that time has passed. They should be able not only to teach the branches required in the schools in their charge, but should also be possessed of a general knowledge and culture which can only be obtained from journals, professional books, and other good literature so easily obtained. But alas! how many there are who do not read a journal. How many spend the delightful winter evenings from year to year without tasting of that indescribable pleasure to be derived from no other source than from the perusal of good books.

To those who plead the want of time to read we would say, be as frugal with your time as you are with your money, and you can create time in the busiest day. It is said that Horace Greely, when a boy, would go reading to the garden, to the neighbors, or any place where his services were needed; and, at night, that it was a mighty struggle to get him to bed. Who does not know that habits of study led him to the great success which he attained? In this country talent has a chance to rise by culture, from the humblest walks of life to the highest places attainable; a fact which is corroborated by the history of the past and present.

Teachers should not only be careful to improve their time in useful reading and study, but they should, from a deep appreci-

ation and sense of its usefulness, teach their pupils to improve their minds by reading good books. Show us an intelligent family of boys and girls, and we will show you a family where newspapers and magazines are taken and read. Nobody who has been without these silent friends can estimate their value. The various topics discussed by them in a silent and peaceful way, has a profound and lasting influence upon every member of the family, and the young are early brought in contact with the living realities of life.

The increase of wages is the least and lowest of the rich rewards of mental culture. The whole being is enlarged and exalted; life is more filled with emotions, and man is raised in the scale of creation; he enjoys life better, and is more valued by society.

Up then, teachers, and gird yourselves for the work of self-cultivation. This invisible spring is the source of every great achievement. Set a high price on your leisure moments. They are sands of precious gold. With them you may procure a stock of great thoughts, which will invigorate and expand the soul. Whatever aptitude nature bestows upon her favorite children, she conducts none to distinction but the laborious and studious. If we are prompt to seize upon the spare moments and improve them, it is astonishing how much we can accomplish. An hour in every day, withdrawn from frivolous pursuits, would enable any person of ordinary capacity to master a science in a short time.

We must not allow the time to pass without yielding fruit in some useful form. Let us not then sit down with folded hands and call upon others to help us. Let us trust our own arm. It was given us to help ourselves, and we should go forth into the world fearless. Labor to dignify the task you have before you, whether it be in the school-room, work-shop, or study.

Golden moments still are passing,
Golden hours are flitting by;
Golden days are worth the counting,
Golden years will soon be nigh.

BUTLER, IND.

When you give alms, there are two that know all about it—
the Master of the treasury and the giver.

THE COUNTY SCHOOL SYSTEM OF INDIANA.

[In consideration of a general desire for information concerning School matters, the County Superintendents of Eastern Indiana, at a late Convention, prepared the following Explanation of the County School System of Indiana. Every teacher should master these arguments and use them.]

THE efficiency of any great system of co-operative labor is measured by the completeness of its organization. That army will be the most successful on land whose troops are the best organized, and that navy will be the most successful at sea that is subjected to the most rigid inspection. The same is true of all great incorporations formed for important ends, and even of government itself.

This is preëminently true in educational work, where children are to be collected into school, graded, classified and taught. No system for the education of the youth is complete until the last child is brought under its influence and its wants are fully understood and met.

This country, prompted by necessity and experience, has been gradually perfecting its organization for educational ends. In all our cities, one after another, even down to the middle sized towns, thorough, systematic organization, accompanied and directed by efficient supervision, has been introduced.

The result is that city schools have grown in popular favor, while country schools have been regarded, in a great measure, as a failure.

It is a stubborn fact that four-fifths of the school children of this state will receive all the scholastic training they will ever get in the ungraded country schools. The future of the state depends, in a great degree, upon the character of these country schools. The Country School Problem thus becomes the paramount educational question of the day. In view of these facts, steps have been taken for collecting the scattered fragments of these schools into a united system, that each one may be invigorated and improved by the strength derived from the whole.

To accomplish this work, Indiana has constituted a

COUNTY BOARD OF EDUCATION,

This body is composed of township trustees, presidents of the school boards of cities and towns, and the county superintend-

ent. The composition of this board is, in some respects, fortunate. The township trustees represent a constituency almost wholly agricultural in pursuits; the city and town trustees, those who are devoted to commerce, the learned professions, and the arts. These act as checks upon each other, giving to the body rather a conservative character.

The objects of this board are defined in the law creating it as follows:

“Said board shall consider the general wants and needs of the schools and school property of which they have charge, and all matters relating to the purchase of school furniture, books, maps, charts, etc., etc. The change of text-books, except in cities, and the care and management of township libraries, shall be determined by such board.”

As indicative of the work of this board, it can be stated that usually a number of committees, composed of its own members, are appointed to consider and report on the subjects assigned them: such, for instance, as a committee on school houses and furniture; on wages and levies; on text-books, maps, and apparatus; on course of study and regulations; on township libraries; on institutes, etc., etc. By this division of labor, general and safe conclusions are directly and speedily reached by the board.

As a second feature of the system for the county, the law provides for the appointment of a

COUNTY SUPERINTENDENT.

This officer is to have the general superintendence of the schools of his county. He shall attend township institutes, where he shall preside and conduct the exercises. He shall visit each school of the county at least once in each year, for the purpose of increasing their usefulness, and elevating, as far as practicable, the poorer schools to the standard of the best. He shall encourage teachers' institutes, and shall labor in every practicable way to elevate the standard of teaching, and to improve the condition of the schools of the county. * * * * * He shall examine all applicants for license as teachers, together with other duties referred to hereinafter.

The work of the superintendent may be classified as follows:

1. As member of the county board.
2. Statistical.
3. Judicial.
4. Visitorial.
5. Examination of teachers.
6. Institute work.

1. AS MEMBER OF THE BOARD. — "The superintendent shall preside at the meeting of the board; shall be allowed to vote on all questions as other members are allowed to vote." To the board, at least once a year, he makes a report of his labors, and of the condition of the schools. The superintendent, during his inspection, discovers some matters which may properly be brought to the attention of the particular trustee. But many things observed by him are common throughout the county, and constitute the general wants and needs of the schools and school property, of which the members of the board have charge. Upon such subjects the superintendent becomes the reliable source of information. As he "is allowed to vote on all questions as other members of the board are allowed to vote," he may be considered a trustee at large, so far as deliberating and planning are concerned.

2. STATISTICAL. — Full and accurate statistical information lays the basis for intelligent and successful action on the part of the state. She desires definite information as to the amount of work done, amount not done, amount to be done, and the means and agencies for accomplishing it. The labor of gathering and arranging these statistics is great, and is mostly the work of the county superintendents, from reports made to them by school trustees of the different townships, towns and cities, and from other sources of information. They are expected to furnish the Legislature, as well as the people, through the Department of Public Instruction, with the number of children of school age in the county; the number of pupils admitted into school; average daily attendance; number of districts in which school is taught, and grade of each school; length of school in days; number of teachers; average compensation thereof; amounts of school revenues received and expended; tax levied; number, kinds, and value of school houses; value of property and apparatus; books in the township libraries; number of institutes; names of teachers licensed, their address and length of license, and number of

applicants rejected. These items are sub-divided into several classes, and frequent averages and estimates are to be made. Also to report additional information embodied in a written report relative to the condition of the schools, school houses, and general progress of education, etc., in the county. Work of this nature can best be performed by an officer familiar with the details of the matters reported. The conferring of such work upon an officer already occupied with duties of a dissimilar character, generally causes the conferred duties to be considered subordinate and unimportant, and results in their neglect.

The county superintendent, from the list of enumeration of school children, and reports of transfer, makes out the basis of apportionment of school revenue to the several townships, towns and cities, so as to enable the county auditor to accurately apportion the school revenue for tuition. The superintendent at the same time makes a statement to the auditor of the transfers which have been made for school purposes between the several school corporations, so that the local taxation may be properly levied and distributed.

3. JUDICIAL.—Disagreements will arise among the people and school officers in the practical administration of our school affairs. These must be decided intelligently and justly, and for that purpose the superintendent has original jurisdiction of a large class of these controversies, and appellate and final jurisdiction of another class. All questions purely local in their character fall under his notice; and all questions of a general nature arising under the school law can reach the state superintendent only after they have been submitted to him, and his written opinion has been taken. Some of his time must be spent in deciding the causes of controversies among the people, and much more of it in compromising their difficulties.

Here again will be seen the propriety of a special tribunal. Such questions as the dismissal of teachers, location and removal of school houses, transfer of persons for school privileges, etc., should be decided by an officer most likely to have a practical familiarity with school laws and school difficulties.

4. VISITORIAL.—The law, as has just been seen, requires each school to be visited. What can be accomplished in the interest of these schools, so disjointed and occupying so large an area, by the visit of the superintendent?

In the first place it may be said that the beneficial effects of these visits are felt long before the visit is made. The very anticipation of it has a quickening influence upon both teachers and pupils. The influence extends beyond the schools to the trustees, in all material preparation for the comfort and convenience of the pupils. They prefer approval even to a just criticism, and, thus influenced, provide better houses and more liberal appliances for the children, than they would if not subjected to inspection and comparison.

There are many ways in which a superintendent can be of great service in visiting a school. 1. He can inspect the building, the out-houses, the yard, the fences, and especially the apparatus. If he should succeed in encouraging the teacher to greater diligence in the care and management of the school property, he would perform a service of far more value than his cost. It is estimated that the unnecessary wastage in our school property amounts to one hundred thousand dollars per annum. The county superintendent can and ought to prevent a large share of this wastage. 2. The matter of the health of our school children should receive the thoughtful care of an intelligent inspector. Houses are built without adequate ventilation; this results in irritability, nervousness and disease. Houses are so constructed as to throw the light upon the children's work from the wrong direction; this results in weak eyes and near-sightedness. The heating arrangements are often so made that the feet are cold while the head is hot, and one side of the pupil is warmed while the other is chilled; this results in discomfort, inability to study, and more or less sickness. A weak mind in a healthy body is a sad sight, but a strong mind in a puny, diseased frame is a monstrosity. If a county superintendent performs his duty in respect to this important matter, if he advises the teacher in regard to the best means of securing temporary ventilation, and of managing the heat appliances, and if he obtains such information by his visit as will make him competent to advise the school trustee in regard to the proper construction of their school houses, he will perform another service worth far more than his cost. 3. But the teacher needs encouragement, kindly advice and criticism, in regard to securing the coöperation of the parents, grading the school, enforcing discipline, and especially in regard to the method of instruction. It is in respect to these particulars.

that the chief service of the county superintendent can be performed.

5. EXAMINATION.—Our children must be taught by competent teachers. An incompetent or an immoral teacher can do more mischief in a school, and hence waste more money, in a year, than the cost of county superintendency in the most populous county in the state. The greatest school problem with which we have to deal is this: how shall we secure the best instruction for our children, with the money that we have to spend for tuition? The question of competency can not be left to the applicants for position. It can not be left to the people; nor, under ordinary circumstances, to the school trustee. It must be left to a person who knows what a good school is, who knows how to teach such a school himself, and who knows how, by a suitable examination, to tell whether an applicant will make a successful teacher or not. It must be conceded that we must have a competent examiner to stand between the children and young men and young women who desire to learn the business of teaching at the expense of the children. This is a work that must be done—it must be well done. What sort of a man is capable of doing this work properly? A cheap job in this particular is more expensive to the people in the long run than a million dollar court house that will tumble down in two years.

It is now believed by most intelligent persons, that it takes something besides good scholarship to make a good teacher. Scholarship is necessary, but aptness to teach, tact, judgment, and good common sense are just as necessary. Character is just as essential as scholarship; and hence a school may be well instructed and be very orderly, while the pupils learn to be ill-natured, uncharitable, and untruthful. Hence it is that the real value of a teacher is never discovered until his work is inspected. Herein we find a strong argument for the visiting of schools. A county superintendent may readily determine the scholarship of an applicant, and may issue to him a license for six months; this is in the nature of a trial certificate. Whether a teacher ought to be re-licensed, or whether a teacher should have higher grade of license at the next examination depends almost entirely upon the character of the work done in the school-room. This can be determined only by personal knowledge, obtainable by a visit. There are other and possibly as strong arguments in favor of the

visiting of schools. Many of our teachers are young and inexperienced; and our normal schools do not, and can not for many years, furnish us with a sufficient number of experienced teachers. Each year at least twenty per cent. of all our teachers have had no experience. Exercising all the care we can in the preliminary examinations, raising the standard as high as we dare, we shall still be obliged to employ those who are not up to the high standard desired. If the best results are to be secured, their work must be inspected and supervised.

There is no duty that devolves upon the county superintendent fraught with so much responsibility and embarrassment as the examination of applicants for teachers' license. He holds the key that unlocks the public treasury. He is to shield the children from the influence of incompetent and immoral persons, who may wish to assume the teacher's office.

Through the combination of character, scholarship, and power to manage and control a school, each applicant must pass. The superintendent sits as judge in every case. He determines the scholarship of each applicant, by carefully weighing and judging of the correctness of answers to a hundred questions in the eight branches required by the state. He judges of the applicant's power to manage and control a school, by observation of his work in the school-room and other evidences; and, above all, he must determine the delicate question of *character* by diligent inquiry. In a word, he must not take any thing for granted, but must know.

The interest at stake in these cases is great. Two parties are involved; the applicant on one side, and the public on the other. And the number each year in each county will equal the number of civil cases before the judge of the circuit court thereof. And they require as much care, deliberation and responsibility to determine as the cases before such court; and each case and question must be determined by the superintendent without the aid of counsel or jury.

6. INSTITUTES.—One day in each week the superintendent is a teacher of teachers in the township institutes. This is a work requiring a high order of teaching ability.

During the official visits he ascertains and marks the points in which his teachers are deficient, whether in scholarship or work.

Upon these he is prudently silent in the presence of the school, and probably in the presence of the teacher at the time of the visit. These deficiencies become a special subject of investigation at the next session of the township institute. There all errors may be pointed out with great freedom, and free from all suspicion of personal feeling, and, at the same time, free from personal embarrassment. The value of these teachers' institutes in the correction of teachers can scarcely be overestimated, and is derived mostly from the superintendent's knowledge of the school acquired by his visits.

OTHER LABORS.—1. The correspondence of the superintendent of an average county, will amount to from one-half to one full day's work each week. He has letters to answer from trustees, in regard to institutes, availability and competency of teachers; from applicants for situations as teachers; from teachers in regard to matters upon which they desire information or advice, etc., etc.

2. Consultations with trustees, teachers and citizens, at all times and all places—within and without the office, will amount to several days in the month.

3. The calls made upon the county superintendent by the above mentioned parties and others, are as numerous as those made upon any other county officer. The questions to be decided are often complicated, as well as important.

THE SCHOOL TOWNSHIP.—The general school law of Indiana declares that each civil township and each incorporated town or city in the several counties of the state, is a distinct municipal corporation for school purposes. The township is thus made one of the units in our school system. The officer of the township takes charge of the educational affairs of the whole township; receives and expends the school revenues of the township, and enumerates the school population of the township, etc. The township plan is greatly to be preferred to the separate district plan. This feature of Indiana's system is admired in other and older states, where steps are being taken to adopt similar plans.

RESULTS.—1. Some of the best results of the system have been accomplished through the county board of education. The unauthorized and unnecessary changing of text-books has been largely curtailed, and to many schools have been secured the benefits of uniformity in books. In many counties a saving in

the cost of text-books has been effected by means of special contracts between publishers and the county board—a practice which will soon become universal, to the great protection of parents.

II. The school property and school grounds are kept in better condition. Fewer marks of vandalism are noticed each year, and a respect for public property is growing up. A spirit of emulation has arisen, and more uniform facilities have been provided. Better and more convenient school houses are being erected. The health of the children is receiving more attention. By the investigations of the board, the misuse of money in the purchase of useless apparatus or contrivances has been discouraged.

III. The superintendent is charged with the general superintendence of the schools of his county. Under this authority the superintendents, with the aid of the boards, have devised courses of study, and plans for more thorough classification, called attention to neglected branches, and introduced improved methods of teaching.

IV. The unification of the school forces of the county, and the systemizing of the work of the country schools has had a tendency to produce equalization of the school term in the several townships; longer terms; a larger enrollment; an increased per cent. of attendance; an increase in the number studying arithmetic, grammar, geography, history, and physiology, amounting in some places from two-fold to five-fold the number formerly pursuing such studies. The time spent in learning to read, write and spell has been shortened by means of better grading and methods of teaching; while the number pursuing these branches has increased also. The pupils partake of the spirit and are more determined to avail themselves of their advantages.

V. Each year less friction is observed in the school affairs. Better methods of teaching and better ideas upon school management, are brought into prominence by the superintendents and experienced teachers at visits and in institutes. The standard of teaching has been raised, at least the scholarship of applicants has been more closely inspected. Finally, it is confidently believed, that better men and women are being trained, and more properly fitted for the duties of life and the service of the state.

CONCLUSION.—“If there is one thing above another which the township schools need, and which will have a tendency to bring

them up in grade and to increase their usefulness, it is systematic and thorough supervision. This has been the chief agency in bringing the city and town systems to their present standard. There is scarcely a city or town in the country that does not recognize the fact that efficient supervision is absolutely essential to the highest success. It has been abundantly proved, that a thoroughly competent city superintendent is often worth thrice his cost. If, now, cities and towns, with the advantages of perfectly graded schools, of a long term, and of well-trained and experienced teachers, need supervision, and derive so much benefit from it, the township schools, with all their disadvantages, can not be expected to do superior work without it. The arguments in favor of county supervision are unanswerable. No prudent man would employ a gang of workmen on the farm or in the shop, without devising some means by which their work might be intelligently supervised. Every mill must have its manager; every railroad its superintendent; every contractor his head workman; every merchant his chief clerk; and every machine-shop its master mechanic. In every business of life, as well as in every department of government, there must be a systematic organization of labor with intelligent supervision. The highest purposes of the township schools can not be realized without such supervision. The boys and girls in townships have as much right to enjoy its advantages as have the boys and girls who live in our towns and cities."

JOHN GREENLEAF WHITTIER.

Q.

JESSE H. BROWN, SUPT. DRAWING, INDIANAPOLIS SCHOOLS.

IN the line of literature for American children there is probably nothing more interesting and appropriate for study than the writings of Whittier. This because he is of all the American poets probably the most distinctively American. His themes are generally natural and human, and he does not overlay his writings with much learning and philosophy. The still home-life of the country and the quiet features of nature are largely the burden of his song. With no pretensions to scholarship he takes

the common language that we all speak and imparts to it a classic flavor.

He is cheerful, earnest, sincere and manly, and no one thinks of questioning his originality. All classes respect his poetry because they easily catch its spirit and comprehend its meaning. He is more fresh and original, perhaps, because he is no great artist in verse, nor does he follow literature as a business. He writes when his soul is attuned with an inspiration, and sentiment and sense become prominent over mere form and sound.

His narrative or story-telling verse is especially adapted to school study, as it appeals so directly to all the best human sympathies and its moral tone is so natural and so pure. Some of his pieces of this class have no parallel as they had no prototype in the English tongue. And some of his serious or ethical poetry, without seeming to be so intended, has enriched the world's store of sweet hymn and sacred song.

Whittier was born in the town of Haverhill, on the Merrimac river, in Massachusetts, December 17, 1807. Until he was eighteen years of age his time was spent chiefly in the district school and in assisting his father on the farm. His nineteenth year was passed in a Latin school in his native town. In 1828 he went to Boston to edit the *American Manufacturer*, a paper established to advocate a protective tariff. The ability with which he managed this paper made his name familiar throughout the country. In 1830 he went to Hartford to take charge of the *New England Weekly Review*. He remained here about two years, during which time he was an ardent politician of what was then called the National Republican party, and gave but little attention to literature. He returned to Haverhill, and was engaged five or six years in agricultural pursuits. He represented his native town in the legislature in 1835-'36, and declined a re-election in 1837. About this time he was appointed a secretary of the American Anti-Slavery Society, and went to Philadelphia to edit the *Pennsylvania Freeman*. In 1840 he settled in Amesbury, where he has since resided, and devoted his time principally to literature. He was corresponding editor of the *National Era*, an anti-slavery paper published in Washington some thirty years ago.

His ancestors were Friends, and some of them suffered severely from the "sharp laws" enacted against that people by the inde-

pendents. In Mogg Magone and in the touching ballad Cassandra Southwick, and also in some of his prose writings he exhibits in a striking manner the intolerance of the Puritans. He has been a member of the Society of Friends all his life, and at the present time observes the plain garb and simple speech of the Quakers and attends regularly at their meetings for worship. In many of his poems he testifies to the comfort and inspiration received in their silent meetings.

At quite an early age he began to write in both prose and verse for the papers of his native town and of Newburyport. Whipple says of him at this age, "A musing farmer's boy working in the fields, and ignorant of books, he early felt the poetic instinct moving in his soul, but thought his surroundings were essentially prosaic and could not be sung. At last, one afternoon, while he was gathering in the hay, a peddler dropped a copy of Burns into his hands. Instantly his eyes were unsealed. There in the neighboring field was "Highland Mary." "The Cotter's Saturday Night" occurred in his own father's pious home; and the birds which caroled over his head, the flowers which grew under his feet, were as poetic as those to which the Scottish plowman had given perennial interest. * * * * The boy grew into a man, cultivating assiduously his gift of song, though shy of showing it."

It was, however, as an anti-slavery advocate that Whittier was at first most widely known. He did not feel excused by his retiring disposition and poetic gifts in declining his part as an American citizen, but gave valuable assistance in organizing the anti-slavery sentiment. "His poems on this subject are full of indignation, remonstrance, invective and denunciation. When we read them now the blood is stirred and the cheek flushed at the memory of the national shame."

T. W. Higginson in giving an account of his first meeting with Whittier about this time says, "I saw before me a man of striking personal appearance; tall, slender, with olive complexion, black hair, straight black eyebrows, brilliant eyes, and an oriental, Semetic cast of countenance. This was Whittier at thirty-five.

* * * * We shook hands and that was all, but to me it was like touching a hero's shield."

During the late war and the period of reconstruction following his poetry was patriotic, trustful, inspiring, and sure of victory

for the righteous cause. "His voice rang through the land to cheer, animate, uplift, and also to warn and denounce."

In the domestic relation Whittier is a bachelor. He gives but one reason for this that can be found. In the child's story of "The Fish I did not catch," he says, "My companion on this trip was my uncle, who was a bachelor. It seems *there has to be one of that unfortunate class* in every generation of our family." Though a bachelor he is not a recluse. There is no trace of hardness, self-consciousness nor air of superiority. Of simple and retiring habits he loves the country and spends the greater part of his time in his own modest home.

Any one who has read his many touching and natural delineations of passion and sentiment knows there is a heart there kind, loving, responsive and genial. For many years his sister Elizabeth was his affectionate companion and help-mate. She was his counselor, his critic, and best friend. Her beautiful life is commemorated in his verse.

Whittier has always taken a deep interest in children's literature, and although he has not written much himself that can be classed as juvenile, he has compiled two books, "Child Life in Poetry" and "Child Life in Prose," that are unsurpassed in merit as books for the young. In the preface to one of these he says, "although my paternal claims are limited to 'dream children,' my interest in childhood is unabated. From the Infinite Heart a sacred presence has gone forth and filled the earth with the sweetness of immortal infancy. Not once in history alone, but every day and always Christ sets the little child in the midst of us as the truest reminder of himself, teaching us the secret of happiness and leading us into the kingdom by the way of humility and tenderness."

The subjects of his poetical writings might be classed as portrayal of Indian life and character, episodes in the colonial life of the Puritans and Quakers, legends of New England, evils of slavery, songs of labor, religious poems, narrative ballads, and a vast variety of miscellaneous and occasional poems.

In portraying Indian character he gives a natural delineation in which he discards much of the romance that is usually thrown around the red man's life. In the legendary ballads and in many of his other poems a power of graphic description and poetical portraiture is displayed that ranks him among the masters.

As to the characteristics of his poetry it is difficult to tell exactly what they are. It is so varied and has answered to so many calls. "In the wealth of verses that have poured from his pen the sad have found cheer and consolation; the doubting have seen the star that led them to faith and hope; the wavering have found a stay that has held them to virtue; to the fainting they have brought the cordial of life; to the restless and weary the sweetness of calm and refreshment; to the careless, earnest thought; and to the over-anxious that faith in God which has lightened all human burdens." Wherever the need has been, there has been this poet of humanity and of faith.

Snow Bound is probably the most popular and famous of his poems. The Tent on the Beach is one of the longest, and is very generally admired. Maud Muller, Skipper Ireson's Ride, Amy Wentworth, and Telling the Bees, are some of the best known of his narration ballads. The Eternal Goodness, My Soul and I, Our Master, The Vision of Echard, and My Psalm are favorites among his ethical poems. Randolph of Roanoke, Ichabod, Sumner, The Barefoot Boy, King Volmer and Elsie, the Quaker of the Olden Time, and Abraham Davenport are some of the best of his character studies. Barbara Freetchie is the most well-known patriotic poem. His very latest published poem is The Minister's Daughter, in October Atlantic.

The 70th anniversary of Whittier's birth-day was celebrated in an unusual manner. The publishers of the *Atlantic Monthly* gave a banquet to its contributors in honor of the occasion at the Brunswick Hotel, Boston. Some sixty or more literary characters were present, and many others sent regrets for absence. Mr. Houghton presided, with Whittier, Longfellow, Emerson and Mark Twain on his right, and Holmes, Howells, Whipple and Edw. Abbott on his left. At the table were Higginson, Warner, Stoddard, and many others. Many speeches were made and original poems read.

Dr. Holmes read a poem composed for the occasion, brilliant and witty. The closing lines referring to Whittier were:

"What story is this of the day of his birth?
Let him live to an hundred we want him on earth:
One life has been paid him (in Gold) by the Sun;
Our account has been squared and another begun;
But he never will die if he linger below,
Till we've paid him in love all the balance we owe."

Thus were proper honors paid to the event by the men of literature and song. But the congratulations that were given him in prose and verse and warm spoken words were few compared to those that will never reach him from the hosts of people whom his poetry has helped and comforted.

The following description of his home is from the correspondent of the *Literary World*: "His residence for many years has been in the town of Amesbury, and he still holds his property in that place. If, however, any one wishes to see him personally he will find that for the greater part of his time he lives in Danvers, and it is understood that this arrangement is likely to become permanent. He lives in the family with near relatives at their residence something more than a mile northwest of the principal village of the town. The spot is a beautiful one. The house is spacious and modern as to comfort and convenience and venerable enough for dignity and home-like looks. His private study is furnished for use and ease, warmed with its fire of coals in an open grate, and with no aspect upon it of newness, but looking much as if its companionable occupant might have been at home in it for a quarter of a century. The birds and squirrels are here of every feather and all furs, and as they find shelter and kindness they are not missing when the snows come. Within the household there will be lack of nothing, either in care or companionship, which intelligence, thoughtfulness and affection can give. The situation is befitting, as every one will think, to this lover of nature and of humanity and of all living things. And the friends of the poet will be glad to think of him with such surroundings and in such a home."

Scribner's Monthly for August, 1879, contains an excellent article on Whittier, by R. H. Stoddard. Illustrations and portrait.

E. P. Whipple also discusses his writings in a paper entitled "A Century of American Literature," published by Harper Bros. in a volume entitled "First Century of the American Republic."

Whittier's Complete Poetical Works are published in several different editions. Household Edition, complete in one volume, \$2.00; Diamond Edition, \$1.00; Centennial Edition, paper, illustrated, \$1.00. Prose Works, 2 vols., with Portrait, \$4.50.

Edited by Whittier: Songs of Three Centuries, Household Edition, \$2.00; Child Life in Poetry and Child Life in Prose, each \$3.00. For sale by all booksellers.

SPELLING.

I TRANSCRIBE on paper or tablet the pictures of words that I have in my brain. This is the process of spelling, and needs not the slightest qualification or explanation to make itself clear to any one who will think of exactly what they would do when they write a word. If we misspell a word, our brain-picture of it is defective; when we *think* it wrong, we are comparing the written form with a brain-form. Our attention to this form brings it more distinctly into the consciousness, and the mistake is seen and corrected.

Words oftentimes come into the brain as combinations of sounds (names of letters), which must be translated into forms before they can be written. If this has not been done previous to the act of writing, a double and difficult process takes place, which, together with the absorbing thought of composition, renders such translations imperfect. Thus many persons who spell exceedingly well orally, make many mistakes in writing. A teacher took three prizes at spelling-schools, and made five mistakes in spelling in a short note to a school committee!

The foundation of spelling should be, then, the reception in the brain of forms, not sounds. The most favorable conditions for the mind's perception and retention of correct word-forms, when ascertained, will give us the best possible method of teaching spelling. First, then, the closest attention to a form to be retained is brought about by the most energetic exercise of the sense of sight upon that form. The closest attention to a form is attained by attempting to draw it. The closest attention to a word that can be given, is to draw it—that is, to copy it in writing.

All primary study of spelling should be by copying words. Let me repeat: as drawing is the best method of training sight, so drawing words is the most economical and practical method of teaching spelling. Trained sight will take in a word-form at one seeing, so that it can be correctly reproduced with great ease.

Two more very important principles, and I will give the details of a natural method. The forced attempt to reproduce or express that which is vague and indistinct in the mind, is detrimental. Original mental representations or pictures are the results of re-

peated action of the perceptive faculties upon the same objects. They grow into distinctness very slowly indeed; thus the little child must hear the same word hundreds, perhaps thousands, of times before it attempts to utter it. There comes a time, however, when the accretions of impressions of the same spoken word, by its own vividness, force the child to utter it—the first word.

In like manner the word-form, slowly produced by close seeing (writing), should not be reproduced until it is distinct in the mind. The child should be prevented, so far as possible, from seeing or even reproducing incorrect forms, for they stamp themselves as readily upon the mind as correct forms, and will turn up on paper as unwelcome intruders. The same is true of all forms and expressions—capitals, punctuation, and syntax. The details of the method, founded upon these principles, which I have endeavored to follow for several years—and I think with excellent results—are as follows:

1. The first year (lowest primary) should be spent in copying words, with little or no reproduction without copy. Language consists of reading (recalling ideas), and composition (expressing them). Reading and composition should be taught together as two branches of language. Every word and every sentence taught should be copied from the black-board on the slate, and then read from the slate. No matter how crude and awkward the first copyings are, they should be commended, and the writer encouraged. They are types of the child's crude percepts. Perseverance will soon bring order out of seeming chaos. The better the picture of the word the child makes, the more distinct will the impression be upon the mind; therefore, technical writing should be taught from the first. The writing of words and sentences helps reading essentially, and if it were done for no other purpose, the time would be well spent—time which would otherwise be given to listlessness or tiresome idleness.

2. At the end of first year, quite a number of distinct mental word-pictures will be stored in the mind, ready for reproduction. Begin carefully; after a word has been copied from the board, erase it, and have it reproduced without copy. Do the same with two words, then three, and so on. Write a sentence, erase part of it—and then cause the whole to be written. *Never have one word written incorrectly, if you can possibly avoid it.*

3. Teach those words only which your pupils use in language. This rule holds good throughout the course. By language I mean words used in any and all recitations. When a word is misspelled, have it corrected immediately. Keep a list of misspelled words, and teach no other words until they are *learned*.

4. Teach the most-used words first—words like *is, are, were, was, been, shall, will, they, there, their, which, whose*, etc.

5. Teach words separately, and in sentences. The best test of spelling is writing from dictation.

6. No word should be taught until it is the sign of a distinct idea in the mind of the learner. The first year, the child should be trained to express thought orally; the second year, to talk with the pencil, which involves the reproduction continually of words which he knows. The spelling is made a minor branch of language-teaching, taking very little extra time.

7. During the third year, oral spelling can be introduced as a valuable auxiliary. It will be found in the third year, if this method has been faithfully followed, that children will write correctly most new words after reading them *once*; this is a trained product of trained sight.

8. All study of spelling should be by copying words and sentences in the best possible hand-writing. The copied words should be marked and corrected just as carefully as any other lesson.—*Supt. F. W. PARKER, of Quincy, in The Primary Teacher.*

A great man under the shadow of defeat is taught how precious are the uses of adversity; and as an oak tree's roots are strengthened by its shadow, so all defeats in a good cause are but resting places on the road to victory at last.

Unselfish and noble acts are the most radiant epochs in the biography of souls. When wrought in earliest youth, they lie in the memory of age like the coral islands, green and sunny, amid the melancholy waste of ocean.

A Christian can no more hide his character than the sun can hide its shining.

COMMENTARY ON THE SCHOOL LAW OF INDIANA.

9

X.

CONSTRUCTION OF SCHOOL HOUSES.

THE LAW.

SECTION 10. Trustees shall * * * build or otherwise provide suitable houses, * * * .

SEC. 12. * * * and any tax-payer who may choose to pay to the treasurer of the township, town or city wherein said tax-payer has property liable to taxation, any amount of money, or furnish building material for the construction of school houses, or furniture, or fuel therefor, shall be entitled to a receipt therefor from the trustee of said township, town or city, which shall exempt such tax-payer from any further taxes for said purposes, until the taxes of said tax-payer, levied for such purposes, would, if not thus paid, amount to the sum or value of the materials so furnished, or amount so paid: *Provided*, That said building materials, or furniture and fuel, shall be received at the option of the trustee.

SEC. 26. The voters at school meetings may hold other school meetings at any time, upon the call of the director or any five voters. * * * Such school meetings shall likewise have power * * * to direct such repairs as they may deem necessary in their school house; * * * for the erection of a new one, or the sale of an old one, and the lands belonging thereto, and upon any other subject connected therewith: * * * *Provided*, That nothing herein contained shall prevent the trustee from exercising a sound discretion as to the propriety or expediency of making such repairs, * * * or erecting school houses, and the cost thereof.

SEC. 27. When such meeting shall petition the trustee in regard to repairs, * * * or erection of a school house, they shall also furnish to such trustee an estimate of the probable cost of such repair, removal or erection.

AN ACT to regulate the hanging of doors to the entrances to theatres, opera houses, public halls, museums, churches, colleges, seminaries, and school buildings. [Approved March 13, 1877.]

SECTION 1. *Be it enacted by the General Assembly of the State of Indiana*, That all theatres, opera houses, public buildings, museums, churches, colleges, seminaries, and school buildings, shall hang all doors for the purpose of ingress and egress thereto, so that the same shall swing outwardly: *Provided*, That rooms in school houses, or churches where the scholars or meetings assembled on the ground floor are exempt from the provisions of this act.

SEC. 2. That it is hereby made the duty of all managers, owners, lessees, trustees, and persons having charge of such buildings described in the first section of this act, to comply with the provisions therein contained, within sixty days from the approval of this act.

SEC. 3. That all persons whose duty it may be to see that the provisions of this law are complied with, who shall fail or refuse to obey the same, shall be fined in any sum not exceeding one thousand dollars, and may be imprisoned in the county jail for any period not exceeding six months.

SEC. 4. Whereas an emergency exists for the immediate taking effect of this act, it is declared that the same shall be in force from and after its passage.

COMMENTS.

1. *The Duty to Build Imperative.*—The law makes it the imperative duty of all school trustees to build or otherwise provide a sufficient number of school houses for the accommodation of the school children in their respective corporations; and so far as the law will permit they must levy a tax sufficient for this purpose. While they can not be required to build without money, they can be required to levy a tax to the limit of the law, whenever it is found necessary to do this in order to secure a sufficient number of houses. They must not wait until the people petition. The law requires them to act in the absence of a petition. The law requires them to locate and build or otherwise provide, even against remonstrances. It is the will of the state, as expressed in the law, that the children of the state shall be provided with a sufficient number of school houses, regardless of the wishes of the trustees or of the tax-payers to the contrary. And school officers can be compelled to act in this matter by mandate.

2. *The power of school meetings* in regard to the building of school houses, will be briefly discussed in Chapter XI.

3. *On the Plan of School Houses.*—The duty of the trustees in the building of houses is scarcely less important than the duty of selecting suitable teachers. Upon its faithful performance depends, to a very large degree, the success of the schools. The house may be so badly constructed, so poorly warmed, lighted and ventilated that the best teacher in the world could not make a successful school in it. In the matter of the construction of a school house, three things should be carefully considered: 1st, the size and shape; 2d, the method of warming and ventilating; and 3d, the manner of introducing the light. A room suitable to accommodate fifty pupils should not be less than thirty by thirty-six feet, with a hall at least eight feet wide, thus making the house thirty-six by thirty-eight feet. The ceiling should not be less than twelve feet high. Every school-room should be so large that no child would be required to sit within four feet of an outside wall. A crowded school is not only detrimental to health, but is prejudicial to good order and successful instruction. A suitable hall affords a place in winter for freeing the feet and clothing from snow or dampness that would otherwise be carried into the school-room. It also permits pupils to enter the school-room without injecting a blast of chilling air upon those who are seated within. In the country most of the school houses are constructed of wood, one story in height and with no cellar underneath, and the four sides of the school-room are generally exposed. For these reasons, the walls should be made of unusual thickness and should be sided, and the floor should invariably be made of double thickness. Indeed, if the floor could be deadened with three inches of cement it would prove to be an economical investment.

4. *Heat and Ventilation.*—It is utterly impossible to teach a successful school in a poorly warmed and ill ventilated house. Pure air and comfort are necessary to the proper application of the mind on the part of the pupils. Listlessness, peevishness, idleness and mischief as frequently result from impure air as from

a bad disposition. Foul air irritates the body and stupefies the mind certainly and quickly. A ventilating apparatus constructed in a country school-house would pay for itself in less than a week, in the increased efficiency of the school. But a more important consideration is that good ventilation is essential to the preservation of the health of the children. A great deal of sickness among children may be traced directly to badly warmed and ventilated school-rooms. I believe also that the foundations of permanent diseases which sometimes manifest themselves in after life are not infrequently laid in the same places. According to the most competent authority, air that contains $3\frac{1}{2}$ per cent. of carbonic acid is unfit for respiration. Air that has been once breathed, contains $8\frac{1}{2}$ per cent. of carbonic acid. In a school-room thirty by thirty-six, by twelve feet, forty children will render the atmosphere utterly unfit for use in thirty minutes.

The doors and windows can be opened, to let the pure air rush in and save the children from asphyxia, but this will be done at the imminent risk of closing the school on account of the prevalence of influenza, tic douloureux, or some other ailment among children. If a child can sit in the foul air of an unventilated school-room, six hours a day, for five days in the week, and for six months in the year, without becoming nervous and irritable for a good share of the rest of his natural life, he must possess an uncommonly strong constitution. The subject is so important that I need make no apology for presenting the views of Prof. Youmans upon it.

"Nature's Resources.—The purification of the general atmosphere is maintained by various agencies. By the law of diffusion all gases intermingle, so that where impurities are set free at any point they tend to exhale, or diffuse away, and thus become weakened and lost in the great body of the atmosphere. The mixture of large masses of air, and the dispersion and dilution of local impurities are also effected by the winds. Gaseous exhalations are washed out and absorbed from the atmosphere by the fall of rains. The earth's vegetation destroys carbonic acid, while the oxygen slowly burns up the numberless combustible vapors and contaminations which are thrown into the air. By these means the earth's atmosphere is constantly maintained respirable and pure.

"Ventilation.—Taking the fresh external air as the standard of purity required for health, the object of ventilation is to conduct it through dwellings, hospitals, work-shops, and places of similar character, in a manner that, without inconvenience to the inmate, shall accomplish the rapid and thorough dilution and removal of whatever impurities their atmosphere may contain. To do this effectually, and without risk to the health and comfort of the persons present, the ventilation must conform to certain indispensable conditions:

"1. The air which enters must itself be pure. This may generally be secured by taking it from almost any exposed situation, unless there be some special source of impurity in close proximity. It is desirable, if possible, particularly in cities, to introduce the air from a level a few feet above the surface, as there are more or less exhalations constantly floating in air next to the ground.

"2 It must be in sufficient quantity. We find nature's standard of purity in the external atmosphere, and other things equal, the nearer we approach this in our dwellings, the healthier will be their inmates. The earlier authorities on ventilation varied greatly in their

estimates of the quantity necessary, some placing it as low as sixty cubic feet per head per hour, while others considered five hundred cubic feet as not too much. More thorough investigations have since been made, and it is found that even the highest of these estimates is quite insufficient. Dr. Parks says: "From a number of experiments in which the outflow of air was measured, and the carbonic acid simultaneously determined, I have found at least two thousand cubic feet per hour must be given to keep the carbonic acid at five or six per one thousand volumes, and to entirely remove the fetid smell of organic matter." Nothing less than this can be tolerated without risk to health, and it is found that a much larger allowance is productive of the best results. It has been stated, from extensive observation, that in mines, if it be wished to keep up the greatest energy of the men, no less than one hundred cubic feet per man per minute (equal to six thousand cubic feet per hour) must be given. If the quantity is reduced to one-third, or even one-half, there is a decided diminution in the amount of work performed. * *

"3. Its movement must be imperceptible. Air may move at the rate of one hundred feet per minute without violating this requirement; but this is a much greater velocity than is needed for ventilating purposes, that is to say, after the air has once entered the apartment. In the flues, the rate of movement is of little consequence, except that it be sufficiently rapid to afford the required supply. If there is little or no interference from outside currents, the air within the building may readily be made to move in a body from above downwards, and the rapidity of its movement can be easily regulated.

"It may be objected to this downward movement that the impurities naturally tend upwards, with the course of the warmer air, and that by being made to take a downward direction, they are brought back again to be reinhaled. If it were true that the impurities, as such, immediately rose to the ceiling and escaped from the apartment, the objection would hold; but this is not the case. On the contrary, it is known that the carbonic acid and other gaseous impurities are equally diffused, and the weight of the organic substances and other suspended matters leads to the inference that they would gravitate towards the floor, particularly when rising currents of warm air are excluded, as they should be, by introducing it at the top of the room. In no other way can so steady and equitable a movement be obtained as by introducing the warm air at the top and removing it below; and apart from any theoretical considerations, it is found to yield excellent practical results.

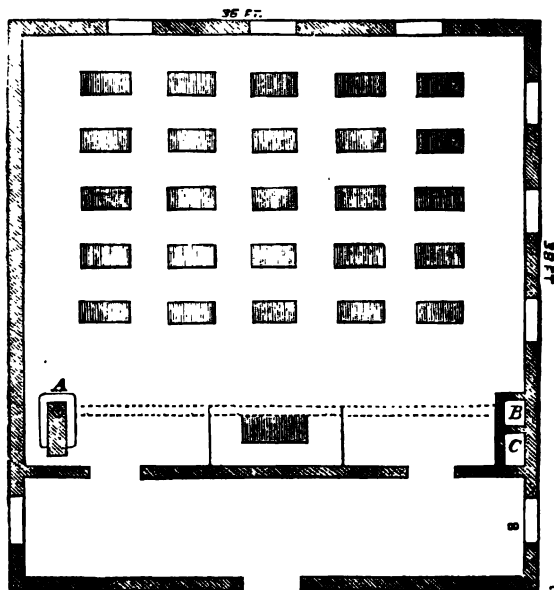
"4. Its temperature must be suitably regulated. In this climate, cooling the air is rarely necessary, but in the colder months of the year the incoming air requires to be warmed sufficiently for comfort, and in such manner as not to disturb the normal proportions of its constituents. The great danger is that of overheating it, whereby its capacity for moisture is greatly increased and ventilation becomes converted into a kiln-drying process, scarcely less injurious than impure air. The policy should be to introduce large quantities of air raised only to a proper breathing temperature (60° to 70° Fahr.), the temperature to be maintained by a steady and rapid change, so directed as to remove the cooler air of the apartment, and replace it with that freshly warmed. It may be said that this involves a much greater loss of heat than the opposite course, viz., raising to a high

temperature smaller quantities of air. Even if this were true, which is not the case, waste of heat would be far preferable to the loss of health, which the latter process involves, both by the increased drying power it gives the air, and by insufficient ventilation. The heat imparted to the air in this process becomes a means of promoting its movement. With this as a motive power, by the aid of flues and ventilating shafts, very thorough purification may be obtained."

5. *Introduction of Light.*—Another important consideration in the construction of a house is the method of introducing the light. I am persuaded that the eyes of our children, in our country schools especially, are being injured to a greater or less extent, because they are required to work in houses improperly lighted. There is usually too much light, and as a rule the light comes from the wrong direction. In a school-room thirty-six by thirty feet, five or six windows are all that are needed, and the light from these, should if possible, strike the children from the rear and from the left side, thus having a dead wall in front of them and a dead wall at their right. In no case should the pupils be permitted to face the light while studying.

6 *Remedies Suggested.*—But inasmuch as most of our school-houses have already been constructed, the question arises as to what can be done to improve them. As far as the matter of light is concerned, the school officers can close up the unnecessary windows by

DIAGRAM C.



A. Position of Stove. B. Smoke Flue. C. Ventilating Shaft.

black-boards or by suitable thick curtains, and thus secure proper light with but little expense. In respect to the matter of proper ven-

tilation, the following method will secure it economically and satisfactorily: *a.* Construct a brick ventilating shaft adjoining the chimney, having a passage at least six by eight inches. (See diagram C, letter c.) *b.* Make openings into this shaft from the top and from the bottom of the room, placing registers in the same. *c.* Construct a wooden air box eight by ten inches from the outside of the foundation under the floor, to an opening in the floor under the stove, furnishing the opening with a register. *d.* Place a galvanized iron or sheet-iron casing around the stove, fitting it to the front of the stove so that the door can be exposed, but leaving the other three sides of the casing four or five inches from the sides and rear end of the stove. The casing should rest upon the floor, and should be four or five feet high. The stove will thus be concealed, except the front of it. With

FIGURE D.

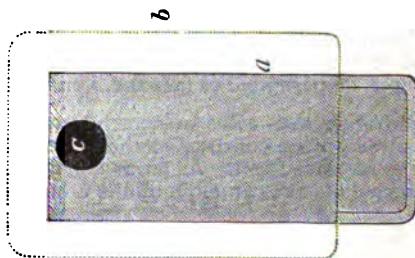
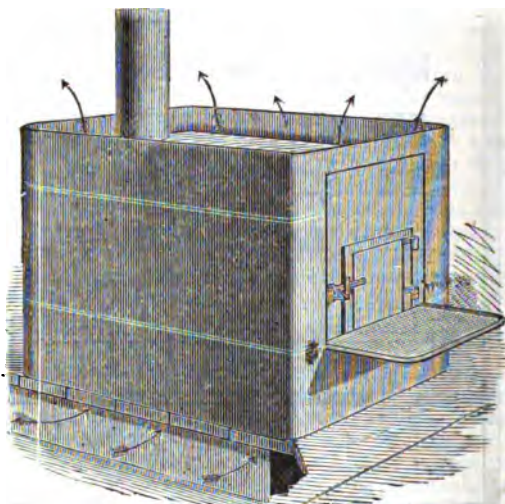


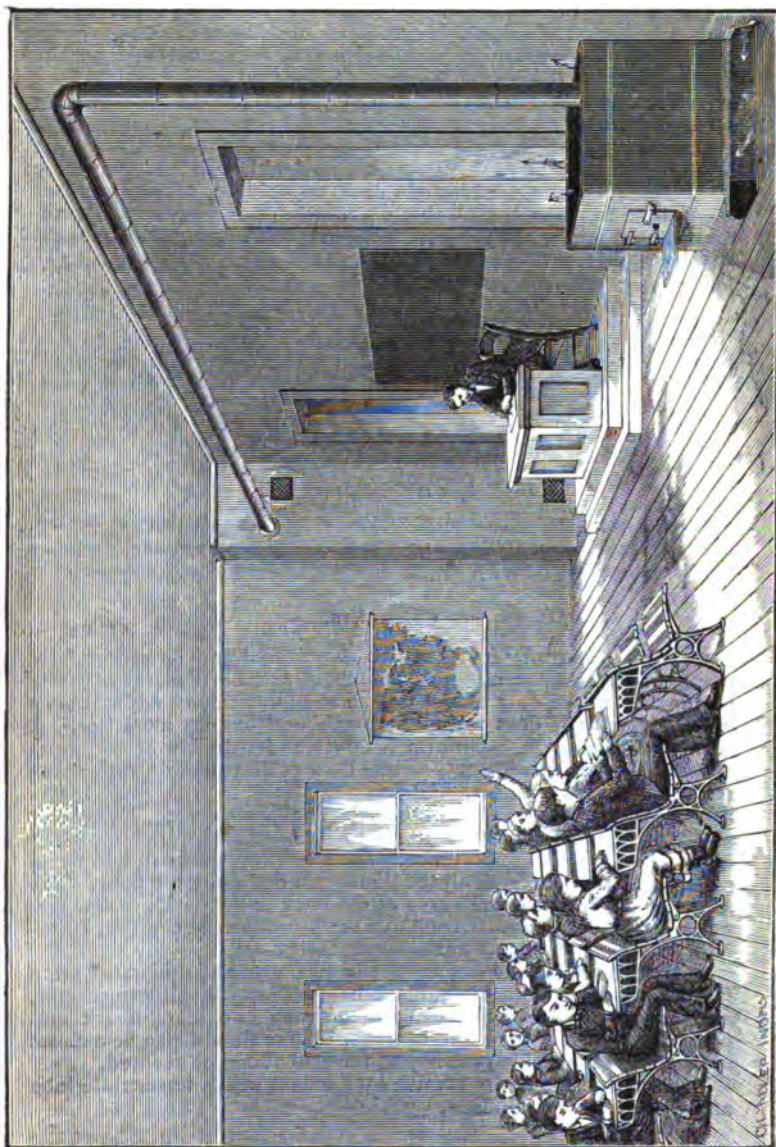
FIGURE E.



these appliances, a large amount of moderately heated air can be injected into the room, and the foul air can be taken out. Such an arrangement can be put into any ordinary school-room at an expense not exceeding thirty-five dollars.

See figure D, which represents the ground plan of an ordinary box-stove with a galvanized iron casing, shown by dotted lines, and figure E, which shows the elevation of the stove with the casing around it.

FIGURE F.



See also figure F, which shows the interior of a school-room, with the arrangement of the heater, the flue, the ventilating shaft, and the box for supplying the cold air to the bottom of the stove.

7. *On the Hanging of Doors.*—In reference to the act of March 13, 1877, concerning the hanging of doors in school houses, several opinions have been given on the subject by prominent attorneys in Indianapolis. The general conclusion is, that the main door or doors of every school-room must be hung so as to swing outward into the hall, except for rooms on the ground floor. Doors opening from school-rooms into closets or wardrobes need not be hung so as to swing out, provided there are other doors for exit from a school-room that do swing out. It is also held that all outside doors of buildings of more than one story must swing outward, although the letter of the law may not require it. All main doors of buildings of *one* story that are so high from the ground that it would be dangerous if small children should attempt to jump from the windows to the ground, should also be made to swing out.

XI.

SCHOOL APPARATUS.

THE LAW.

SECTION 10.—The trustee shall * * * provide suitable * * * furniture, apparatus, and other articles and educational appliances necessary for the thorough organization and efficient management of said schools. *

COMMENTS.

1. *What Apparatus is Necessary.*—No school can be successfully managed without a reasonable supply of suitable apparatus. The law makes it the duty of the trustee to supply school apparatus as imperatively as it does to build a house and employ a teacher. A trustee takes an oath to perform his duty under the law of the state. He does not perform his duty unless he sees that suitable appliances are furnished his teachers.

Great care must be taken in the selection of furniture. Durability and cost are very important items to be considered, but there are other points of more importance. The size of the desks should be so graduated that the feet of all the pupils can rest upon the floor. The shape of the seat and the curve of the back of the desk are also important considerations. Unsuitable seats produce discomfort, irritability, stooping shoulders and sunken chests.

Among the indispensable articles of furniture and apparatus are a few chairs, a teacher's table, black-boards, a clock, a thermometer, a dictionary, a water-pail and cups, crayons and black-board and pointer's erasers, brooms and brushes. There should also be a closet in which the moveable property of the school can be secured.

The trustee should also furnish each school with a terrestrial globe and with suitable wall maps.

No school is well supplied with educational appliances that is without these things; and no teacher should be employed who is not properly qualified to use them to the advantage of the children.

2. *Can Text-Books be Bought as Apparatus?*—In answer to an inquiry addressed to this department the following opinion was given in March, 1880:

"The only provision on the subject in the school law is contained in section 10, which is very comprehensive, and I think authorizes school trustees to purchase such school 'apparatus' and 'other articles,' specifically adapted to the use of children in the schools, as they in their judgment may deem necessary to the thorough organization and economical management of the schools. I do not doubt that such text-books as have been adopted for use in the schools by the school board, are included in either of the terms 'apparatus' or 'other articles.' Globes, charts, maps, ink, paper, and text-books, are certainly appliances necessary for the efficient management of the schools. The right under the law being, in my opinion, clear, the question becomes one of expediency and economy, and may properly be left to the discretion of the school officers."

The general custom throughout the state is to require the children to furnish their own text-books; but in many of the large cities, ink, pens, pencils, paper and slates, are furnished to the children at public expense.

XII.

CARE OF SCHOOL PROPERTY.

THE LAW.

SECTION 10. They (the trustees) shall have the care and management of all property, real and personal, belonging to their respective corporations for common school purposes, except the congressional township school lands. *

* * *

SEC. 30. He (the director) shall take charge of the school house, and property belonging thereto, *under the general order and concurrence of the trustee*, and preserve the same, and shall make all temporary repairs of the school house, furniture, and fixtures, and provide the necessary fuel for the school, and report the cost thereof to the trustee for payment.

SEC. 158. When a school house is unoccupied by a common school of the state, and the people who form the school at such house, desire that a private school be taught therein, and a majority of them make application to the trustee having charge of such house, for the use of it for such private school, it shall be the duty of the trustee to permit said school house to be used for such private school, by such teacher as may be mentioned in the application, and not for a longer time than until said house may be wanted for a public school; and such permission and use shall be upon the condition that the teacher employed in said school shall report, in writing, to the trustee: *First*, The number of teachers employed, distinguishing between male and female. *Second*, The number of pupils admitted into the school within the term, and the average daily attendance. *Third*, The cost of tuition, per pupil, per month, in said school.

SEC. 6* of act approved March 3, 1859: If a majority of the legal voters of any school district desire the use of the school house of such district for other purposes than common schools, when unoccupied for common school purposes, the trustee shall, upon such application, authorize the director of such school district to permit the people of such district to use the house for any such purpose, giving equal rights and privileges to all religious denominations and political parties without any regard whatever to the numerical strength of any religious denomination or political party of such district.

SEC. 149. The proper trustee may, whenever a school house shall have been removed to a different location, or a new one erected for the school in a different place, if the land whereon the same is situated belongs unconditionally to the township, town or city, sell the same when, in his opinion, it is advantageous to the township, town or city, so to do, for the highest price that can be obtained therefor; and upon the payment of the purchase money (to the township, town or city treasurer, he shall execute to the purchaser) a deed of conveyance, which shall be sufficient to vest in such purchaser all the title of such township, town or city thereto. The money derived from such sales shall be a part of the special school revenue.

COMMENTS.

1. *The Necessity for Care.*—A very important duty of school officers and teachers is to see that the school property is taken care of. School property is used by so many young people that it requires great care to prevent unnecessary wastage. A well-built house ought not to depreciate more than six per cent. annually, and ordinary apparatus ought to last at least six years. I know a school house in Indiana that was unnecessarily injured twenty-five per cent. the first year; and it is often the case that the apparatus is utterly ruined in a month. The repairs of house, furniture and apparatus should be promptly made, and teachers should be made to understand that it is their duty to take reasonable care of all school property. It would be well to make this duty a matter of express contract. The trustee ought to inform himself of the condition of all school property at the commencement of each school term. He should make an inventory of the apparatus as to number and condition, and record the same, and he should require the teacher to furnish with his report at the close of each term a statement showing the condition of the house and furniture and apparatus.

Extraordinary care should be taken that the heating appliances be properly constructed. Scarcely a year passes in which we do not lose several school houses by fire.

2. *The Custody of School Property.*—The school property in townships is under the charge of the trustees. Although the director is authorized to take charge of the school property, he must do so "*under the general order and concurrence of the trustee.*" The director has the immediate custody of the house, but he has no right to open the house for other than public school purposes or school meetings, except by the consent of the trustee. Nor can he refuse to open the house for other than school purposes when directed to do so by the trustee. The language of the Supreme Court is very plain on the subject. It says:

"We think the trustee of each school district has the charge and possession of the school house, for although the director has the charge for certain purposes, he acts under the order and with the concurrence of the trustee." 48 Ind. 149.

*This section having been quoted in a recent decision of the Supreme Court, is deemed to be in force. See 48 Ind. 140.

EDITORIAL.

MORALS THROUGH LITERATURE.

In accordance with the suggestions and promises of last month's Journal, we publish this month a sketch of Whittier's life. It is quite full, well written, and will certainly be appreciated by teachers who desire to know something of the life as well as the writings of one of America's greatest poets. It always adds interest to the study of a writer's works to know something of his life. We are glad to have assurances that hundreds of teachers have already adopted the suggestions of the Journal and are preparing to celebrate Whittier's seventy-third birth-day, which occurs December 17th, 1880.

If teachers manage this matter wisely hundreds of persons will be induced to buy and read Whittier's beautiful poems, and many other hundreds will have their minds stored from the gems of thought selected from his writings.

SELECTIONS: " Yet, in the maddening maze of things,
And tossed by storm and flood,
To one fixed stake my spirit clings;
I know that God is good!

* * *

I know not where His islands lift
Their fronded palms in air;
I only know I can not drift
Beyond His love and care."

[Whittier, in *The Eternal Goodness*.

"For of all sad words of tongue or pen,
The saddest are these: 'It might have been.'"

[Whittier, in *Maud Muller*.

"Choose rather to punish your appetites than to be abused by them."

"No one is free who commands not himself."

"Deliberate much before you speak or act; for what is once said or done you can not recall."

"If you always remember that God stands by as a witness of whatever you do either in soul or body, you will never err, either in your prayers or actions, and you will have God abiding with you."

[The above quotations are from Epictetus, who lived in Rome in the time of Nero, and was until middle life a slave.]

"If a task is once begun,
Never leave it till it's done;
Be the labor great or small,
Do it well or not at all."

" Oh wad some power the giftie gie us,
To see oursels as others see us,
It wad frae mony a blunder free us,
And foolish notion,
What airs in gait and dress would lea'e us,
And e'en devotion."

[Burns.]

We hope that teachers will not neglect to teach their pupils beautiful extracts and gems of literature, and encourage them to read good books, even if they do not undertake to celebrate the birth-days of different authors.

TOWNSHIP INSTITUTES.—The Elkhart County Board of Education at their late meeting decided that "all good teachers are good institute workers, and that trustees should not employ teachers who are unwilling to take an active part in institute work." The Journal agrees with the above. A teacher who has not enough interest in his school work to induce him to attend and take an interest in township institutes, ought not to remain in the profession. If these institutes are not interesting and profitable the teachers are seriously at fault.

THE article in this number of the Journal on the U. S. Land Survey will, doubtless be read with much interest. The subject is one of practical import and should be generally taught, and as no adequate explanation is given in the text-books, this article will be of special value to teachers.

COUNTY SUPERINTENDENCY.—We give large space this month to an article fully explaining and setting forth the working of county superintendency. That superintendency is the great right arm of our school system every person familiar with school work will admit. Those who oppose the system *usually* do it through ignorance. This article is published so that superintendents and teachers may have the arguments condensed and ready at hand to use, and to put into the hands of others to read.

As we have said in each of the last two Journals, county superintendency will be imperilled in the next legislature, and the best possible time to work with the persons who are to compose that body is NOW—*before the election*. If superintendents can not approach these candidates and reason the case personally with them, they should send influential friends to them. These candidates will listen more readily now than they will when elected. Put this article into their hands and insist upon their reading it, and when they have read it ask their opinion of it. Even candidates that are "all right" on the question would be strengthened and fortified by reading it.

Persons who oppose superintendency on personal or local grounds should be urged to distinguish between the general principle and the administration of it. The Journal is in earnest about this matter, and wants every body else to be.

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR AUGUST, 1880.

- WRITING.—1. What use would you make of the black-board in the correction of errors frequently made by pupils? 10.
2. What is the entire width (in spaces) of *m*? 10
3. What is the main slant in Spencerian penmanship? How does connective slant differ from main slant? 10.
4. How would you tell pupils to hold the pen? 10.
5. Write carefully all the capitals in which the capital stem (7th principle) is an essential part. 10.

Let the penmanship of the candidate as shown in the answers to the above be marked from 1 to 50.

- ORTHOGRAPHY.—1. State the resemblances and differences between a diphthong and a digraph. 2 pts., 5 each.
2. (a) How many sounds may the letter *i* be used to represent? (b) Write a word illustrating each. 2 pts., 5 each.
3. In words of three or more syllables, which syllable generally receives the principal accent? 10.
4. What is the meaning of the following abbreviations?—*inst.*, *id.*, *inf.*, *J. P.*, *Miss.* 5 pts., 2 each.
5. Add the suffix *able* to the following words, and state the rule for retaining or omitting the final *e* in each instance: *Notice*; *change*; *debate*; *sale*; *peace*. 5 pts., 2 each.
6. Spell correctly the following words: *cyllinder*; *parallel*; *repealling*; *sinister*; *bilious*; *beleive*; *receive*; *dieing*; *billion*; *gimblet*. 10 pts., 5 each.

READING.—“Ring out wild bells to the wild sky,
The flying cloud, the frosty light!
The year is dying, in the night;
Ring out wild bells and let him die.”

[From “*New Year’s Eve*,” by Tennyson.]

1. State whether the author of this quotation is living at this time, and in what country he was born. 2 pts., 5 each.
2. State in your own language the meaning of the first two lines. 10.
3. What inflection of the voice should be given at sky; cloud; light; night; and die? 5 pts., 2 each.
4. Indicate the sounds in the following words, using diacritical marks when necessary: frosty; essay; false; grief; disease; ancient. 1 off for each error.

5. Point out the emphatic words and phrases, and tell why you think them emphatic. 10

Let the candidate read a selection, upon which he shall be marked from 1 to 50, according to the judgment of the Superintendent.

ARITHMETIC.—1. Define Arithmetic as a science; as an art.

- 2 pts., 5 each.
2. Define power, square, cube, and index of power. Where is the index written? 5 pts., 2 each.
3. How many rods of fence will be required to inclose a rectangular tract of land 2 mi. 40 rd. long, and which contains 1096 A.? Proc. 6; ans. 4.
4. A farmer raised $40\frac{1}{2}$ T. of hay. He stacked $13\frac{1}{8}$ T. and put $14\frac{3}{4}$ T. in his barn; the remainder he sold at \$20.25 per ton. How much did he receive for it? Proc. 5; ans. 5.
5. How many days and hours will there be in .84 of the year 1880?

- Proc. 5; ans. 5.
6. How much land, at \$35 an acre, can an agent buy with \$3126.20, after deducting his commission, $\frac{1}{2}$ per cent., on the amount expended?

- Proc. 5; ans. 5.
7. The principal is \$19,600, the amount \$21,043.14, and the rate $4\frac{1}{2}$ per cent. What is the time? Proc. 5; ans. 5.

8. The duty on opium is 100. per cent. ad valorem. What is the duty on 125 lb. of opium, invoiced at \$6.87 $\frac{1}{2}$ per pound? Proc. 5; ans. 5.

9. If .1875 bu. sweet potatoes cost \$.30, what will be the cost of .875 bu.? Proc. 5; ans. 5.

10. Reduce 1428.06 grams to milligrams. Proc. 5; ans. 5.

GRAMMAR.—1. Write a sentence containing *that* used to introduce a noun clause; an adjective clause. 2 pts., 5 each.

2. Give two rules for the use of the period. 2 pts., 5 each.

3. Correct—*Let each love others better than themselves*, and parse the last word in the corrected sentence. 2 pts., 5 each.

4. Write a sentence containing a *proper* noun, a *common* noun, a *collective* noun, and an *abstract* noun. 3 off for each error.

5. Write four sentences: the first to contain *who* in the second person, plural number; the second *which*, singular number, objective case; the third *whom*, masculine gender; the fourth *that*, second person, singular number. 3 off for each error.

6. What class of verbs take the same case after them as before them? 10

7. What parts of speech have cases? Comparison? 2 pts., 5 each

8. Conjugate the verb *seek*, in the passive, subjunctive, present. 10

9. Correct—*This candidate, whom we stated was chosen mayor, was found to be ineligible*, and parse the relative pronoun. 2 pts., 5 each.

10. Parse in the above *mayor* and *ineligible*. 2 pts., 5 each.

GEOGRAPHY.—1. What is the extent, in degrees, of the inclination of the earth's axis? What does this inclination, combined with the annual revolution of the earth, cause? 2 pts., 5 each.

2. Define *latitude* and *longitude*. According to U. S. calculation, what

point on the globe has neither latitude nor longitude? 3 pts., 4 off for ea. om.

3. What is the difference between a globe and a map? What do figures at the side of a map indicate? 2 pts., 5 each.

4. Looking at the two hemispheres, what is a noticeable difference between them on the west side? What a similarity on the north? 2 pts., 5 each.

5. What great river system drains the great central plains of the United States? Into what does it drain? 2 pts., 5 each.

6. In what part of the United States is agriculture chiefly carried on? Why? 2 pts., 5 each.

7. By what other name is Ireland frequently called? What causes produce the conditions upon which this name depends? 2 pts., 5 each.

8. What celebrated canal, joining the Mediterranean and Red Seas, separates Africa entirely from the north part of the continent? Through what Isthmus does it run? 2 pts., 5 each.

9. Name five great railroad centres of Indiana. 2 pts., 5 each.

10. Fill the following blanks. 10 pts., 1 each.

State or Territory.	Coal.	Iron.	Lead.	Silver.	Gold.

HISTORY.—1. Why were the aborigines of this country called Indians? 10

2. (a) When and (b) whence did Columbus sail on his first American voyage, and (c) what American land did he then discover? a=3; b=3; c=4.

3. (a) When and (b) by whom was St. Augustine, Fla., founded? a=3; b=7.

4. (a) Who were the Pilgrims, and (b) whence came they to America? a=7; b=3.

5. What colonies were associated as the "United Colonies of New England," 1643? 10

6. By what special features was the colonization of Pennsylvania marked? 10

7. What occasioned the first Congress, 1765? 10

8. For what did the Congress of 1775 petition the English King? 10

9. Name three leaders of the Republicans or Democrats, 1789. 10

10. What were the memorable features of the Battle of New Orleans, 1815? 10

PHYSIOLOGY.—1. How are the bones of the skull united? What is the advantage of this method? 2 pts., 5 each.

2. What are voluntary muscles? What involuntary? Name an important one of each class. 4 pts., 3, 3, 2, 2.

3. What changes in the character of the food are required by variations of climate? 10

4. What is digestion? What is assimilation? 2 pts., 5 each.

5. How is the nutritive portion of the food carried to the tissues? 10

6. How are the organs of respiration and their functions affected by tight-lacing? 2 pts., 5 each.
7. What is the office of perspiration? What is the effect of too frequent bathing? 2 pts., 5 each.
8. Name the three humors of the eye. Why should the eyelids be washed with warm water in the morning? 4 pts., 2, 2, 2, 4-
9. What are the dangers of too prolonged study? 10-
10. Why should we put on extra clothing when we are overheated? 10

THEORY AND PRACTICE.—1. When would you use the written method of teaching spelling? 20-

2. Give two important directions for ventilating a school-room by windows. 2 pts., 10 each.
3. Which should be first taught, technical grammar or composition? 20-
4. Why should pupils be required to recite in good language? 20-
5. What is a natural punishment for tardiness? Why? 2 pts., 10 each.

ANSWERS TO STATE BOARD QUESTIONS PUBLISHED IN SEPTEMBER—BY THE MEMBERS OF STATE BOARD.

GEOGRAPHY.—1. In the temperate zones. Because in the torrid zone the sun is always shining directly, producing hot weather, and in the frigid zones it always shines so obliquely that the weather is always cold.

2. The chief distinction is that a plain lies near the level of the sea, while a plateau is highly elevated, sometimes higher than mountains.

3. The icebergs are brought down from the Arctic regions by the counter Polar currents outside of the Gulf Stream.

4. They are for the most part large and fur-bearing, furnishing, to a great extent, the furs used in this country and in Europe.

5. It is much larger and more equally distributed throughout the year.

6. Cotton, tobacco, corn, coal, silver.

7. Mediterranean and Red Seas. It very greatly shortens the route from Western European ports to ports of Asia and Eastern Africa.

8. London, as being the largest city, and the great commercial and financial centre of the world; Paris, as being the most beautiful and gayest city; Rome, as having been the mistress of the world, and now the see of the Pope, and the seat of the Roman Court; Venice, for being built wholly on islands, having canals for its streets, and as having been formerly the great commercial city of the world; and Munich, for its numerous fine art galleries, and the manufacture of scientific instruments.

9. Russian, Chinese and Indian, Indian, Chinese.

10.

Country.	Capital.	Ch. Product.	Ch. M't.	Ch. Indust.	Ch. River.
France.	Paris.	Wines.	Silks.	Agriculture.	Seine.
Gt. Britain.	London.	Coal & Metals.	Cot'n, Iron.	Commerce.	Thames.

PHYSIOLOGY.—1. In burning bones we destroy the animal tissue—when we treat them with sulphuric acid we dissolve the mineral elements.

2. The opinion is not true. The average length of human life is greater year by year as improvements in living are adopted. The rates of mortality by epidemic diseases is very much less than was formerly the case—and science is constantly adding to the means by which life may be prolonged and made more comfortable.

3. Because walking calls into exercise many muscles which are inactive in sitting at the desk, and also in carriage driving. The lungs are also more exercised, and the circulation more equalized.

4. Upon the pigment in the cutis. Do not use them at all. They fill up the pores of the skin and prevent the natural exhalation which discharges the system of much effete material, while the substances of which cosmetics are formed are often poisonous, and always deleterious.

5. Wrong. Light is an essential element in all growth, and in disease except those affecting the eye and brain, is especially necessary to promote the return to healthy action of those parts of the system which are diseased. Moreover darkness is generally depressing, while light is cheerful.

6. Greater in youth. Because in youth nutrition has not only to build up the parts that are wasted, but also provide for the natural growth. In mature age it has only the first office to perform.

7. They stop it. Because all great nervous shocks fall upon the base of the brain, from which the nerves of digestion issue, and prevent the stomach and digestive organs from receiving the nervous energy upon which their functions depend.

8. By alternate contraction and relaxation, it greatly assists in the efforts of inhalation and exhalation, enlarging the cavity of the chest without over-taxing the intercostal and other muscles of the chest.

9. In cold weather to warm the air before it reaches the lungs. In all weather to strain from the air all particles of dust and other hurtful things.

10. Bathe them freely in water as warm as can be comfortably borne. It dissolves the secretions of the eyelids and conjunctiva, washing them away, and by the direct stimulus of the warmth, relieves the aching and prevents inflammation.

HISTORY.—1. In learning History, globes and maps are important aids to the imagination and the memory; and thus assist in giving clearness and vividness to what we learn, and assist also in retaining it.

2. President W. H. Harrison died April 4, 1841, precisely a month after his inauguration as President. It is thought by some that the intense excitement of the "Hard Cider Campaign" of 1840, and the fatigue of inauguration day, hastened his death.

3. Prominent battles of the Mexican War were Palo Alto, Monterey, Buena Vista, Churubusco, Mexico.

4. In 1846, in President Polk's administration, a treaty between Great Britain and the United States fixed the parallel of 49° as the northern boundary of Oregon. Thus was settled an irritating controversy, by which 308,000

square miles, formerly claimed as belonging to the British Possessions, were added to the United States.

5. The Ashburton Treaty, the perfection of the electric telegraph, and the annexation of Texas, took place in President Tyler's administration.

6. Many things led to secession and the civil war, and there probably can not now be entire agreement as to their immediate cause; but it can hardly be wrong to say that the election of President Lincoln was regarded by the South as the last act and sign which rendered secession a necessity and war inevitable.

7. In 1860 and 1861 conventions of prominent men were held to devise some means of conciliation and compromise between the two sections; constitutional amendments and other compromise measures were proposed in Congress; and overtures for peaceful separation were made, or attempted, on the part of the South. Some "curiosities of history" can be found in the records of these endeavors.

8. The Southern Confederacy, or the "Confederate States of America," was organized at Montgomery, Ala., February 4, 1861. Four days later Jefferson Davis was elected President, and Alex. H. Stephens Vice-President.

9. In the evening of April 14, 1865, while President Lincoln was witnessing a play in Ford's Theatre, Washington, he was shot by J. Wilkes Booth—the assassin approaching very close and firing from behind, sending his pistol bullet through his victim's head. The President at once became unconscious, and died on the following morning.

10. To gain a good knowledge of United States History it is important to remember at least these points:

(1). Everything can not be learned from one book, nor from one point of view. We should read several works—the best that we can get.

(2). A knowledge of physical geography, as well as of other geographical facts, is essential to a good knowledge of history.

(3). We must know something of other countries and other times adequately to know our own.

(4). In studying history it is quite as important to train the imagination and the judgment as the memory.

(5). Human nature remains about the same, however much circumstances may change, and men are ever controlled by the same general motives. Careful observation of what is now going on around us, and honest study of ourselves, will therefore greatly aid us in understanding past events and the actors in them, however strange and complicated the circumstances may seem.

GRAMMAR.—1. "I will not do it for John's sake" was intended to read, "I will not do it for *tens'* sake," and to be corrected by changing *tens'* to *ten's*. *Sake* is a common noun, third, singular, objective, and governed by the preposition *for*.

2. "A man could not set his foot down," says Cortez, "unless on the corpse of an Indian."

3. *Night* is a common noun, third, singular, nominative absolute with the participle *coming*. *On* is an adverb, modifying *coming*.

4. *Night coming on* is a participial phrase, used absolutely. *We gave up the chase* is a simple declarative sentence. *We* is the subject unmodified. *Gave* is the predicate (grammatical) modified by the adverb *up* and the noun *chase*. *Chase* is modified by the article *the*.

5. Fly, flew, flown.

Get, got, got or gotten.

Know, knew, known.

Put, put, put.

Lie, lay, lain.

6. Singular—Nominative, *which*.

Possessive, *whose*.

Objective, *whom*.

Plural—The same.

7. To parse well is of less account now than formerly.

8. *No* is an adverb, modifying *more*. *Lest* is a subordinate conjunction, connecting the sentence in which it stands to the preceding.

9. *Topple* is a regular transitive verb, active, subjunctive, present, third, singular, having for its subject *sight*. *Headlong* is an adverb, modifying *topple*.

10. Riding on horseback or rowing a skiff is good exercise. There were no memoranda kept of the sales.

ARITHMETIC.—1. $\{[(61 \times 5) - 25] + 14 + 4\} \div 8 = 3$. Ans.

2. (1) Since the watch, which kept the correct time at the city A, gave the time 12 M. on arriving at the city B, while the correct time at B was 10.30 A. M., and then, when it is 12 M. at A, it is 10.30 A. M. at B. Hence the city B is west of the city A, and the man traveled west. (2) The difference of time between A and B is 1 hr. 30 min. $= 22^\circ 30'$ of long.

3. 1.2 d. m. = 12 centimeters.

94 h. m. = 940000 centimeters.

$$\frac{25 \text{ ct.} \times 940000}{12} = \$19583.33\frac{1}{3}.$$

4. .4 T. 3 hhd. 8 gal. = 1902.4 pt.

5. $I = A - B = \$1263 - \$1200 = \$63$.

$B \times R \times T = I$.

$$\therefore R = \frac{I}{B \times T} = \frac{63 \times 360}{1200 \times 432} = \frac{7}{160} = .04375.$$

\therefore The rate is $4\frac{3}{8}$ per cent.

6. $\frac{100 \text{ per cent.} \times 95935}{7,694,800} = 1.246 \text{ per cent.} +$

7. 10 ct. $\left\{ \begin{array}{l} 7 \text{ ct., to gain 1 ct., use } \frac{1}{3} \text{ lb.} \\ 11 \text{ ct., to lose 1 ct., use 1 lb.} \end{array} \right.$

Hence they are to be mixed in the ratio of $\frac{1}{3}$ lb. to 1 lb. To find the least number of even pounds, multiply this ratio by 3, which gives 1 lb. of 7 ct. sugar to 3 lb. of 11 ct. sugar.

8. $\sqrt[3]{288 \times 64 \times 48} = \sqrt[3]{8 \times 6 \times 6 \times 8 \times 8 \times 6 \times 2 \times 2 \times 2} =$
 $\sqrt[3]{8^3 \times 6^3 \times 2^3} = 8 \times 6 \times 2 = 96 \text{ ft. each side.}$

9. $3.1416 \times 4 = \text{circumference.}$

$3.1416 \times 4 \times 10 = 125.664 \text{ sq. ft., area of convex surface.}$

10. Assistance should only be given to a pupil, in the solution of a problem, after he has made an earnest continued effort to solve it himself. Care should be taken that the pupil does not become discouraged in his efforts, before assistance is given. The teacher, after determining in what point the pupil has failed, should give assistance upon that point only, and require him to renew his efforts.

READING.—1. Oral reading may be defined as the art of comprehending, and expressing in the speaking tones of the voice, and in the language of the author, the thoughts and feelings expressed in printed or written composition.

2. Emphasis may be expressed: (1) By speaking the word with more force or with less force than the words with which it is connected in meaning. (2) By prolonging the vowel sounds of the word when they are long. (3) By a pause which shall produce a moment of silence before the utterance of the emphatic word. (4) Words are also made emphatic by pronouncing 'them with either the upward or downward inflection of the voice.

3. *Note*—The following answer is designed to be exhaustive. It shows what needs to be done to master any ordinary reading lesson. In practice it may not be wise to make so thorough a study of every lesson as is here suggested. The thought in every lesson should be carefully analyzed, and one or more of the steps studied until the pupil has acquired that skill that will enable him to take all the steps in the study of the lesson.

State the different steps that should be taken in teaching a lesson in the Fourth Reader.

1. *Study of Words*.—(a) Require the pupil to learn from the dictionary the pronunciation and meaning of all new words. (b) The dictionary gives to the word several meanings (see in the dictionary the word spirit), require the pupil to give the particular meaning suited to the context. (c) Require the pupil to spell the word by letter and by sound. (d) If the word is composed of parts (root, prefix and suffix), require pupil to give meaning of each part, and to form several words, using, in each case, one or more parts of the word studied. (e) Require the pupil to construct sentences illustrating the correct use of the word assigned for study, and the words formed from it.

2. *Study of Figurative Language*.—Lead the pupil to analyze such common figures of thought as simile, metaphor, personification, vision, synecdoche and metonymy that may occur in the lesson.

3. *Analysis of the Thought*.—Lead the pupil to make an exhaustive analysis of the thought in the chapter studied, by stating in his own language:

- (a) The subject which it treats;
- (b) The place where the subject existed;
- (c) The time it existed;
- (d) What caused it to exist;
- (e) For what purpose it existed;
- (f) The effect it produced;
- (g) The parts of which it is composed;

(h) [The whole of which it is part; or, the class of things with which it possesses attributes in common, and to which it therefore belongs;

Note—This point should be treated in such a way as to create in the pupil a desire to read other productions of the class to which the one studied belongs, or to read the book of which it is an extract.

(i) What it is like;

(j) What it is unlike.

Note—The pupil should be led to see that, by the limitations of the human mind, the above are the only thought relations that can exist in any piece of discourse. That if the writer treats his subject exhaustively they will all exist in his production; if he does not treat his subject exhaustively some of them will not exist in his production. And that a composition is thoroughly analyzed when all the relations are seen that exist in it. If the composition is long or complex, several recitations should be given to finding its thought relations, and the analysis should be written.

(4.) The pupil should be led to form a clear mental picture of every object introduced in the lesson, and to describe his picture in his own language. Until the pupil's imagination has become vivid by exercise, and he has acquired considerable skill in description, much of this work should be written.

(5.) *Study of Emphatic Words.*—Require the pupil to make a list of all words in the chapter which express definite, concrete ideas; or which present distinct pictures to the mind, introduced into the composition for the first time.

(6.) *Reproduction of the Thought.*—Require the pupil to express to you, in the words of the author, the thought he has acquired from the lesson. Require him to emphasize the words indicated in number 5, and to give you time in each case to think the thought and to see the pictures which the words express.

4. It is not the office of marks of punctuation to determine what inflection of the voice shall be given in oral reading. Their chief use is to assist the reader in determining the meaning of the author by showing the mutual relation of the ideas and thoughts expressed in the composition. When the reader has mastered the author's thought he determines the proper inflection by the ear.

5. (a) The poem is a description of a quarrel between a mountain and a squirrel. (b) The author's purpose in writing it was to teach that the universe is composed of parts; that the various parts exist for different ends; and that the relative value of the parts depends, not upon their size, but upon their adaptation to the purposes for which they exist. (c) The effect produced upon me by reading it is the thought that while my position in society is less conspicuous than that occupied by others, it is not therefore less honorable. That

"Each should act well his part,
For therein all the honor lies."

ORTHOGRAPHY.—1. *Merits*—(1) When the spelling lesson is written, every member of the class spells every word in the lesson. In oral spelling this is not the case, generally. (2) The pupil in writing the word has practice in

one important use of the word which he will be called upon to make in practical life. In business he *writes* words; he does not spell them orally. (3) By writing the word the form is more deeply impressed upon the memory, and it is the form of the word as a whole that we remember, rather than the separate parts which compose it. (4) Writing the words may be a valuable exercise in the practice of penmanship.

Demerits—(1) It is probably easier to awaken and maintain an interest in the study of the lesson and in the recitation by arousing a spirit of emulation in the class, if oral spelling is practiced. (2) In oral spelling more opportunity is given for practice in the correct pronunciation of words. This is often not improved, however, but, on the contrary, very vicious pronunciations are taught through the effort of the teacher to give a distinct utterance of the word.

2. Spelling by sound, if properly practiced, is beneficial, (1) because it tends to secure a correct pronunciation of the words; (2) because it tends to secure a distinct enunciation of the words; (3) because it brings the vocal organs under the control of the will; (4) because, when the silent letters are named, it becomes a good drill in spelling, *i. e.*, in learning the form of the word and the letters composing it; (5) because it enables the pupil to test his own pronunciation and to criticise the pronunciation of others.

3. The diacritical marks can not be given for want of proper type.

THE STATE NORMAL SCHOOL.—The State Normal School has a "boom"—25 per cent. increase over any previous fall term. A good feature of the attendance this fall is the large number of old students back. The Hon. Jas. H. Smart made a "rousing" little speech to the students a few days ago. His observation justifies the assertion that the school is felt everywhere in the school work of the state. Prof. Hodgkin will soon have out a revision of his "Notes and References on History." The favor accorded to the old issue caused him to somewhat enlarge this. The health of Miss Ruth Morris is poor. Her vacation seems to have done her little good. The normal school has had many tributes this year, to the thoroughness of its work, and the efficiency of its students. More places are offering than can be filled. P.

We call special attention to the fullness of the answers given to the State Board questions. It will be noticed that not only are the questions answered, but that frequently suggestions, forms, and explanations are added. The answers to the reading questions in this number, for example, are expanded into an article on the subject of conducting a recitation, and contains many valuable hints.

PURDUE UNIVERSITY.—Purdue University opened this fall with an increase in attendance of about 25 per cent. over any previous fall term. President White is in excellent spirits.

Dr. W. T. Jackson, principal of the Fostoria Academy, Ohio, has accepted the chair of Modern Languages in the Indiana State University, at Bloomington.

COLUMBIA CITY.—The trustees have issued a very neat manual, containing rules, explanations, course of study, etc., for the information of parents, teachers, and pupils. W. C. Barnhart is superintendent.

STATE UNIVERSITY.—The State University opens with an increased attendance. It is a significant fact that each succeeding year since Dr. Moss was elected president, the number of students has exceeded the number enrolled the preceding year.

THE STATE TEACHERS' ASSOCIATION will meet in Indianapolis December 28, 1880, and continue till the evening of the 30th. The chairman of the executive committee, Mr. L. P. Harlan, informs the editor that the programme is nearly completed, and that it is a *good* one.

RIPLEY COUNTY.—T. Bagot, the superintendent, has put out a little manual giving course of study, programme, rules, suggestions to teachers, township institutes, opinions, decisions, etc. In his suggestions as to how to teach the different brunches of study he says some good things.

STILL THEY COME.—*The Institute Worker* is the name of a new school journal published at Powers, Jay Co., Ind., by T. W. Fields, late editor of the *Normal Educator*, and late associate editor of the *Common-School Teacher*. As its name indicates, it will make a specialty of work in township and county institutes. Price 60 cts.; pp. 16.

"*Mr. Editor* :—Please urge teachers to disregard politics and vote independently for members of the legislature and state superintendent. Urge them to inform themselves and then vote for the best man without regard to party."

The Journal has advocated this principle so often that it is not necessary at this late date to repeat. Teachers should stand for their own best interests.

MONROE COUNUY.—Last year Supt. McGee presented a course of study for the district schools of Monroe county, and he now reports that "of the 96 schools 75 were practically graded." The failures he charges to inefficient teachers. The superintendent will hereafter hold examinations and *graduate* pupils from the common schools.—*Manual* for 1880.

PERSONAL.

Dr. Elliott, superintendent of the Boston schools, has tendered his resignation on account of ill health. Four persons are named as possible successors, Dr. Dutton of the City Normal, Mr. Seaver of the English High School, Mr. Mason, one of the supervisors, and Dr. W. T. Harris, late of St. Louis. As Mr. Harris's present plans would most likely preclude the possibility of his accepting the place if tendered, the choice probably lies between the other three.

Wm. Coombs has the schools at Roanoke.

John P. Mather remains in charge at Dublin.

Geo. L. Watson now has the schools at Eugene.

Allen Moore will teach at Antioch again this year.

Chas. H. Wood is in charge at Valley City this year.

Lida Powers is principal of the Princeton High School.

J. D. Tharp has charge of the Clear Spring high school.

G. Thompson is principal of the Seminary at Green Hill.

C. A. Bartlett is principal of the South Bend High School.

H. W. Bowers is principal of the Winchester High School.

Jas. R. Hall remains in charge of the Cambridge City schools.

E. J. McAlpine is again superintendent of the Portland schools.

E. W. Kemp takes the principalship of the Franklin High School.

L. T. Farabee remains in charge at Plainfield, at an increased salary.

W. J. Puett has entered upon his third year as principal at Portersville.

J. J. Stanley takes the principalship of the Burrows schools for the fourth year.

J. G. Royer has entered upon his fifth year as superintendent of the Monticello schools.

In last month's Journal C. A. Morris was located at Martinsville instead of at Morgantown.

Michael Seiler has been elected principal of the High School and Ford Building, La Fayette.

A. J. Smith, of Hancock county, last year at the State Normal, is now attending at Purdue University.

Wm. Reed, for many years connected with the college at Ridgeville, is now superintendent of schools at Hartford City.

G. R. Harris, editor of "The Educator and Art Journal" of Boonville, is an artist, and gives lessons in several art departments.

W. B. Woods is principal of the Northside Building at Logansport, and J. T. Legg still holds the fort on the "Southside" in the same city.

Seth E. Hastings continues in charge at Decatur. Unless appearances are deceptive Mr. Hastings has an excellent corps of associate teachers.

J. A. Wood, superintendent of the Salem schools, ended his bachelor life on the 18th day of last August. The principal agent in this affair was Miss Mary E. Owen, of Worthington, a recent graduate of Asbury University. The Salem schools will doubtless start off this year with a new impetus.

D. Moury has returned to his work as superintendent of Elkhart county, and states upon his own experience that the Sanitarium at Battle Creek, Mich., is what its name indicates.

J. H. Ewbank went to Parke county to teach, and was captivated and captured by Miss Roma Fickel. She is not going to be Fickel any more. Mr. Ewbank is principal at Everton, Fayette county.

James Baldwin still superintends the schools at Huntington. Perhaps no other schools in the state give so much attention to the study of literature and reading. A most commendable digression, this.

J. C. Black, after accepting a re-appointment at Hope, was elected teacher in the Blind Asylum at Indianapolis at a higher salary. Having obtained an honorable release from the Hope engagement, he is now at work with the blind.

It is only right that teachers and superintendents should know that F. M. Dice, candidate on the Republican state ticket for Supreme Court Reporter, is the man who introduced the resolution in the Senate at the last session, favoring the *abolition* of county superintendency.

J. H. McCollum, treasurer of the school board at Monticello, appropriates the interest derived from the money in his hands to library purposes. Last year he bought \$125 worth of reference books for the use of the schools. This year he has spent \$150 more for the same purpose. He is the right man in the right place. Let his example be imitated.

[From the New-England Journal of Education.]

Hon. J. H. Smart, of Indiana, president of the National Educational Association, is one of our great workers both in the fields of thought and action. The service he has rendered to the State of Indiana has given an unusual stimulus to the public-school work of that state, and has given him a high position among the school executives of the several states. He brings to the office a thorough knowledge of the wants and work of the association, and the full sympathy of its membership in his intellectual ability and executive skill. Merited honors have been wisely placed.

COUNTY INSTITUTES.

THE normal held at Charlestown, by W. C. Washburn and C. E. Hester, was an eminent success, and the students heartily adopted a series of resolutions complimentary to their instructors.

FAYETTE COUNTY.—The Fayette County Institute closed August 27th, after a session of one week. The best of instructors were present, and a very great degree of interest manifested by all in attendance. The universal verdict is that it was the best institute ever held in the county.

GEO. H. STEWART, Secretary.

MARTIN COUNTY.—Our Institute convened August 23, 1880. We put in a busy week. Our aim was the "practical." W. H. Fertich and W. E. Lugenbeel were our workers from abroad. Good work was done by home talent also. Supt. Goodwin was with us a part of the time. Two lectures and one elocutionary entertainment at night. J. T. Edwards wrote the best essay, and A. N. McFee had the best map of Indiana. F. M. WESTHAFFER, Sup't.

PERRY COUNTY.—The Perry County Teachers' Institute met at Cannelton, August 23d, and continued in session five days. Abel Powell was president, and E. A. Bryan, of Grayville, Ill., the principal instructor. W. A. Bell, of Indianapolis, and A. H. Kennedy were among the visitors who took part. During the week we had two evening lectures, one by Mr. Bell, the other by Mr. Bryan. The institute was a success. Israel L. Whitehead is our worthy county superintendent.

KNOX COUNTY.—Our recent Institute was a very large and interesting one. We enrolled nearly 150 actual teachers. Our home teachers did most of the work. Dr. Alexander Martin, W. H. Fertich, the elocutionist, A. C. Goodwin, J. M. Bloss, T. J. Charlton, Supt. Stewart, of Pike county, and others favored us with their presence and worked at different times during the week. More than fifty subscribed for the Journal. Our home workers were Miss Belle Fleming, Miss Maggie Holland, Miss Maggie Beck, Miss Mary A. Pilard, and Messrs. Kelso, Pennington, Johnson, and Mail.

E. B. MILAM, Sup't.

RIPLEY COUNTY.—The Ripley County Institute closed after a session of five days, on the 27th of August. Enrollment 121; average attendance 72. A. M. Van Dyke, of Woodward High School, Cincinnati, was present during the full term, and Supt. Hill, of Dearborn county, assisted the last two days. A County Historical Society was organized, arrangements made for a system of graduation in the county, for an educational display at the next county institute, and it was also decided to hold a two weeks institute during the summer of 1881.

A very successful normal school was also held in the county, closing one week before the institute opened. Average attendance 55; enrollment, 72.

UNION COUNTY.—Held August 23d; enrolled, 66. Workers during the week, J. H. Hays, Connersville High School; C. W. Hodgin, State Normal; R. W. McFarland, Agricultural College, Columbus, O.; E. A. Angell, Pennsylvania State Normal; John B. Peaslee, Supt. Cincinnati schools. The best of interest was manifested during the week. An educational exhibit in an adjoining room was given on the same plan as last year (see page 420 Journal Sept. 1879). After this second trial of this plan, I pronounce it a success. The work this year shows fully 100 per cent. increase over last year in quality. Our institute exhibit was a success—the best ever held in Union county. The new feature of this year was a literary entertainment, given Friday evening, by the teachers—after which they repaired to the lawn, which was brilliantly lighted, where refreshments were provided. All were made happy, and will enter upon the work this year with buoyant spirits and happy hearts. L. M. Crist is county superintendent.

WASHINGTON COUNTY.—Our Institute convened Sept. 13th. Total enrollment 170. W. F. Harper, of S. Ind. Normal, was with us one day, and did excellent work; he also lectured at night. Prof. J. M. Bloss, candidate for State Superintendent, was with us Thursday, and his assistance was very acceptable, and his evening lecture was well received. Miss McAvoy, teacher of rhetoric in the S. Ind. Normal, spent two days with us and lectured one evening. Her work was highly appreciated. Messrs. May, Sanders, Smith, Wood, and some others were our home workers. The institute was undoubtedly one of the best ever held in the county. * * *

JOHNSON COUNTY.—An interesting and profitable session of the Johnson County Teachers' Institute was held at Franklin, August 23d to 27th, inclusive. The enrollment was one hundred and four, being a larger enrollment than at any previous institute. Instructions were given in Mental Philosophy, by W. T. Stott, D. D., of Franklin College; in Penmanship and Drawing, by V. P. Wormwood, of Valparaiso; in Physiology and Grammar, by H. D. Voris of Franklin; in Civil Government, by J. L. Houchen, of Clermont; and in Arithmetic by Geo. C. Hubbard, of Edinburgh. J. H. MARTIN, Sup't.
WM. M. PARK, Sec'y.

ADAMS COUNTY.—Place, Decatur; time of beginning, September 13th; duration, one week; enrollment, gentlemen 102, ladies 56; average attendance, 124. Instructors, S. G. Hastings, G. W. A. Luckey, Co. Supt.; F. A. Clancy, S. W. A. Luckey, J. H. Walters, I. O. Jones, and J. M. Pearce. Prof. Beattie, of Bedford, gave two lectures—School Teaching, and Education and Citizenship; Prof. Carver, of Valparaiso Normal, gave a lecture, Shakespeare in the Public Schools. W. A. Bell, editor of the Indiana School Journal, Cyrus Smith, and W. F. Yocum, of Fort Wayne College, dropped in and gave the institute most excellent talks. The interest was the best ever manifested in the county. J. M. PEARCE, Sec'y.

DAVISS COUNTY.—The Institute convened at the Washington High School building, August 16th, and continued in session five days. The session was very interesting and profitable. This is due to our most worthy superintendent, who spared no efforts to secure as good institute workers as could be had. The instructors were W. T. Fry, of Crawfordsville; W. A. Bell, of Indianapolis; W. F. Harper, of Mitchell, and W. H. Fertich, of Mishawaka. The home instructors were D. E. Hunter, R. C. Duncan, P. A. Cosson, and James Boyd. Four evening lectures were given by D. E. Hunter, W. F. Harper, and W. H. Fertich, that were fully appreciated by the teachers and citizens present. Supt. D. M. Geeting gave the closing talk to teachers about their work. Number of teachers enrolled, 93. D. M. GEETING, Sup't.
ANNA ALLEN, Sec'y.

CLAY COUNTY.—Yesterday closed one of the most successful sessions of the county institute ever held in this county. The enrollment of teachers numbered 151, besides a large number of visitors. A programme for the week's work had been carefully arranged by the county superintendent, so that from Monday morning to Friday evening perfect system marked the order of

business, and every hour was filled with some fresh thoughts for the teachers. The school work in this county has received a new impetus, which will be felt in the schools the coming year with good results. The workers were W. W. Parsons, of the State Normal School; John E. Earpe and John B. De Motte, of Asbury University, together with several workers of our own county.

Three lectures were given, two by Prof. De Motte and one by Prof. Parsons. * * *

GRANT COUNTY.—The Teachers' Institute of this county closed September 3d. It was one of the most interesting we have ever attended. The older teachers were in early and remained till the close, while quite a number of the younger ones were very irregular in attendance. The average, upon the whole, was very good. The superintendent, G. A. Osborn, spared neither pains nor money to make things interesting, and had employed the best talent. Prof. Brown, of the State Normal, was present the first three days, and did excellent work. Prof. Clancy, of Toledo, Ohio, brought up the elocutionary department in a way that was highly pleasing. The work of Hiram Hadley was just the kind to make the last two days interesting. We desire to place Prof. Humke, of the Wabash city schools, at the top of the ladder for genuine practical work. He handles a teachers' institute just as a good teacher handles a class. The lecture course was exceedingly good, and was well attended by the thinking portion of our county seat. Our superintendent is doing much to advance the standard of our county. D. P. LONG, Sec'y.

LA PORTE COUNTY.—It is universally accepted that La Porte county has just witnessed the close of the most interesting and successful institute ever held in the county. It opened Monday, August 23d, and continued during the week. The total number enrolled was 218, the largest ever known in the county. W. H. Hosmer, county superintendent, deserves much credit for his arrangement of the programme and selection of instructors. Our instructors from abroad were W. H. Payne, of Ann Arbor, who lectured on "The Art of Reading," "Office of Memory," and "The Recitation"; Hiram Hadley, of Indianapolis, who gave two lectures in "Physical Geography"; C. L. Houseman, Supt. of schools at Muskegan, and Miss Mattie Baldwin, of the Northern Indiana Normal. Among the home workers were S. E. Miller, of Michigan City, James O'Brien, and W. C. Ransburg.

As a slight token of regard the teachers gave Supt. Hosmer an elegant easy chair.

W. A. HOSMER, Ch'n.

A. H. WATERHOUSE, Sec'y.

KOSCIUSKO COUNTY.—The most successful Institute ever held in Kosciusko county closed on September 3d. The attendance reached 200, and was very regular and enthusiastic. Among the instructors were Mr. Speer, of Piercetown, who had charge of English Literature, Globe Exercises, etc.; Mr. Forbes, of Leesburgh, Arithmetic and The Art of Questioning; B. McAlpine, of Bourbon, The Metric System. The county superintendent, G. F. McAlpine, presided, and gave exercises in Methods. The subjects of Geography and History were in charge of A. H. Ellwood, of Brookston Academy, whose method of presenting these usually difficult topics has the merit of success as well as nov-

elty. His lecture, given on Thursday P. M., upon "The Civilized Races of Ancient America," was listened to with deep interest. Mr. Ellwood manifested great patience in research and skill in making a truly eloquent lecture out of the dry materials of historic detail and scientific research. Altogether the institute of 1880 was a decided success for the schools of Kosciusko county.

WABASH COUNTY.—The Wabash county Teachers' Institute convened on the 30th of August. There were about 200 teachers present, and I think a more interesting and profitable institute was never held within this county, notwithstanding our institutes for a number of years past have been very successful. In addition to home talent, Mrs. Emma Mont. McRae, of Muncie; Prof. Bond, of Indianapolis; and Prof. Benton, of Butler University, gave instruction on topics of practical importance to the teachers. The instructors and their work were well received, especially the talks of Mrs. McRae, on "School Management," "Means of Improvement," and a "Private Talk to the Ladies," were highly spoken of and appreciated. The talk on "Means of Improvement" has awakened quite an interest, and as a result a club of fifteen in the city has been organized, and doubtless there will be several clubs among the teachers of the county taking the Chautauqua course, and others are looking towards the completion of a regular course of study in some institution of learning. Twelve of the county are going this fall to take a regular collegiate course of study, six of whom go to Asbury University. Besides there are a number attending the different normal schools, of which our state has not a few.

The institute continued in session five days, and closed with the customary resolutions, and the general feeling that the institute had been a success.

CLARK COUNTY.—The Institute, 115 strong, closed its sixteenth session September 3d. Prof. J. A. Beattie was present three days, and lectured on Wednesday evening. Miss Emma McAvoy, of Mitchell, on Tuesday evening gave her lecture on "Hints for Improvement in Conversation." Prof. O. P. Jenkins, of Moore's Hill College, presented to the institute two subjects in a clear and beautiful manner. The home workers filled the interims with papers, class exercises, and discussions, making it altogether a profitable session. Our Superintendent, A. C. Goodwin, nominee for the office of State Superintendent, is not "without honor" at home, as the following resolution proves:

Resolved, That in view of the facts that under the wise supervision of our county superintendent, A. C. Goodwin, Clark county has risen among the counties of Indiana to the highest plane of educational advancement in our honored state; that he has come up to his present high position among educators through every grade of the schools of our county; that he has always considered the interest of the public schools paramount to all others; we, the teachers who have so long been under his supervision, irrespective of party, feel just pride that he has been chosen a candidate for the highest educational position in the state; and, firm in the conviction that he will discharge the responsibilities of that position with the efficiency that always characterized him, we deem his election would be but a fitting reward for his labors.

SECRETARY.

ELKHART COUNTY.—Elkhart County Institute convened September 6th, Supt. Moury, chairman; 200 teachers in attendance. Instructors, I. N. Failor, New Orleans, La.; Mr. Barr, Elkhart; A. Blunt, Supt. Goshen schools; Messrs. Harding, Blackledge, Langworthy, and Miss Chandler, Prin. High School. The subjects presented were confined to the branches taught in our common schools. Great enthusiasm and interest was manifested throughout the entire session, evinced by the prompt and regular attendance. During the session, we were favored by lectures from I. N. Failor and Hon. H. D. Wilson. Subjects, "Conservation of Energy and Corollation of Forces," and "The Teacher's Profession," which were well timed and abounding with instruction. Mention is also necessary of the rare intellectual feasts presented daily in succession from the able pens of Misses McGuffin, Butler, Mrs. Blunt, and Mr. Harding, upon different subjects connected with Theory and Practice of Teaching.

Institute closed with the unanimous wish that it might be the good fortune of all to enjoy the return of many more as pleasant and instructive. The following resolutions, among others, were unanimously adopted:

Resolved, That the present school system is adequate to the wants of the people, and we are opposed to any change in the same.

Resolved, That Moury's Grade Book is an indispensable help in our schools.

Resolved, That the county superintendency is a vital part of school system, and we will use our best efforts to sustain it.

Resolved, That we consider Supt. Moury an eminently successful and efficient school officer, and we pledge him our support in still raising the standard of our schools.

CHAS. S. TAYLOR, Sec'y.

The above are all the reports of institutes furnished the Journal for publication. We are glad to publish all sent.

BOOK TABLE.

Appletons' Standard Elementary Geography is just at hand—too late for notice this month.

Ridpath's New Inductive Grammar, J. M. Olcott, Indianapolis, agent, has just come to hand, too late to receive attention this month.

The Nursery, published by J. L. Shorey, Boston, is a beautiful little monthly for children. It is profusely illustrated, and the matter is just what pleases the "youngest readers."

The St. Nicholas has no equal in this country as a youth's paper. It is richly illustrated and abounds in excellent articles by the best writers in the land. Published by Scribner & Co., New York.

The Teacher's Dream, that beautiful little poem by Prof. W. H. Venable, of Cincinnati, has been illustrated and published by itself, and will be a popular and an appropriate holiday gift-book the coming winter. Published by G. P. Putnam's Sons, New York.

Harper's Weekly is the prince of illustrated weekly newspapers. Nothing else in this country approaches it. The illustrations are worth the price of the paper. It discusses the live topics of the day with great ability. George W. Curtis is its editor. Harper & Brothers, New York, publishers.

We have received a specimen number of *Happy Songs*, in 40 page manilla form, music book for day schools, which certainly fills a real want. The paper and "get up" of the little book is first class. The music—well, we don't sing, but it *looks* bright and cherry. The words are full of life and are not trashy. Send 10 cents for specimen copy, to Thomas Kane & Co., 248 Wabash Ave., Chicago, Ill.

Frobriger's Patent Drawing Tablets.—J. M. Olcott, Indianapolis. These tablets have recently been revised and extended. The changes in some of the numbers are quite marked. Wherever experience in actual teaching has suggested an improvement the change has been made: Object-drawing has been introduced and Geometric Drawing added. In some of the numbers the new feature of Historic Ornamentation has been introduced. The entire course is completed in eight tablets. Every teacher should examine the new series.

Selections for Reading, with an Introduction upon Elocution—By Henry W. JAMESON. St. Louis: G. I. Jones & Co.

Prof. Jameson, the author, has also prepared "Rhetorical Methods," noticed in the Journal a month or two ago. He is not a professional elocutionist, but has made a specialty for years of teaching *reading* in connection with rhetoric and the principles of true oratory. He appreciates the fact that there is a distinction between reading and elocution as usually understood and taught, and that reading comes first. The selections in this volume are of the highest order, all by eminent authors and worthy of study. The selections are mostly adapted to persons in the higher grades of school work.

Circles in English Grammar—By T. R. VICKROY. St. Louis: G. I. Jones & Co.

"Circles in Grammar" does not mean diagramming by means of circles, as might be inferred, but the book is written in parts, the first part or circle including what the child should be taught in one year, on the supposition that he begins with the fourth year grade; the second circle includes what should be taught the second year, etc., there being four "circles" in all.

The book starts out with Agassiz's principle: "Practice always precedes theory. We do the thing before we understand why we do it." The aim in the beginning is to give but few and simple principles, and to fix them in the mind of the pupil by numerous examples and ample drill. The minimum of statement and the maximum of exercise is the characteristic of the first "circle." All the way through, the book abounds in illustrations and suggested exercises

for drill, recognizing the fact that the first object to be attained in the study of language is to enable the student to express his own thoughts correctly, both orally and in writing; and the other fact that "correct speech must be measurably acquired, if acquired at all, before the child is prepared for the study of technical grammar," and must come through *practice*. We have examined the book with pleasure and interest, and heartily endorse the underlying principles and the plan. The "circles" will be helpful in the hands of any teacher of grammar in the lower grades.

BUSINESS NOTICES.

To Teachers and others desiring Musical Instruments.

There is no good reason why our common school teachers should not become "players upon instruments," and thus have a means of delightful recreation at home for themselves and at school for their pupils. The present moderate price of pianos and organs and the opportunity of paying in monthly installments enables almost every one to possess one or the other. All instruments are not of the same quality and workmanship, which fact inexperienced persons do not detect until too late to profit by their knowledge. Having repeatedly been called upon by fellow-teachers and others to select instruments, it occurred to me that I might serve others in the same way, and thus without any charge to them, furnish instruments as low or lower than they could purchase the same quality, and becoming surety for their durability.

Shall be glad to communicate with any who may desire any information on this subject.

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READING—I.

JOSEPH CARHART.*

WHY READING SHOULD BE TAUGHT.

 AN shall not live by bread alone, but by every word that proceedeth out of the mouth of God." So said mankind's greatest teacher.

The mouth of God is not only the prophet and the apostle, but the true poet, historian, philosopher, orator, novelist, musician, sculptor, painter—all the great and good men and women who have had vivid conceptions of "the good, the true, and the beautiful," and have embodied their conceptions in some enduring art form. Of these it may be said: "*Vox Populi, vox Dei.*"

The form of art which, more than any other, has been made to embody the best thought and feeling of the world's best men and women, and which addresses itself to by far the largest number, is literature.

Poets and sages, those who have had the power to express what themselves and others thought and felt, have embalmed in books the experience of the race. Should we appropriate to

* We are glad to announce that arrangements have been perfected with Prof. Carhart, teacher of Reading and English Literature in the State Normal, to furnish a series of articles for the Journal on Reading. This article, which serves as a foundation, appeared in the October number of the *Normal News*.

ourselves the results of their labors? Hear the testimony of the wise:

The study of history will teach the legislator, by what means states have become powerful; and, in the private citizen, they will inculcate the love of liberty and order. The writings of sages point out a private path of virtue, and show that the best empire is self-government, and that subduing our passions is the noblest of conquests.—*Bulwer*.

If I were to pray for a taste that would stand me in stead under every variety of circumstances, and be a source of happiness and cheerfulness to me through life, and a shield against its ills, however things might go amiss, and the world frown upon me, it would be a taste for reading. * * * Give a man this taste, and the means of gratifying it, and you can hardly fail of making a happy man, unless, indeed, you put into his hands a most perverse selection of books. You place him in contact with the best society in every period of history—with the wisest, the wittiest—with the tenderest, the bravest, and the purest characters that have endowed humanity. You make him a denizen of all nations—a cotemporary of all ages. The world has been created for him.

It is hardly possible but the character should take a higher and better tone from the constant habit of associating in thought with a class of thinkers, to say the least of it, above the average of humanity. It is morally impossible but that the manners should take a tinge of good breeding and civilization, from having constantly before one's eyes the way in which the best bred and best informed men have talked and conducted themselves in their intercourse with one another. There is a gentle but perfectly irresistible coercion in a habit of reading, well directed, over the whole tenor of a man's character and conduct, which is not the less effectual because it works insensibly, and because it is really the last thing he dreams of. * * *

—*Sir J. F. W. Herschel*.

It is nearly an axiom that people will not be better than the books they read.—*Dr. A. Potter*.

We can not linger in the beautiful creation of inventive genius,
* * * without a new sense of the capacities and dignity of human nature, which naturally leads to a sterner self-respect, to manlier resolves, and higher aspirations. We can not read

the ways of God to man as revealed in the history of nations, of sublime virtues as exemplified in the lives of good and great men, without falling into that mood of thoughtful admiration, which, though it be but a transitory glow, is a purifying and elevating influence while it lasts. * * In books, be it remembered, we have the best products of the best minds. We should, any of us, esteem it a great privilege to pass an evening with Shakespeare or Bacon, were such a thing possible. But, were we admitted to the presence of one of these illustrious men, we might find him touched with infirmity, or oppressed with weariness, or darkened with the shadow of a recent trouble, or absorbed by intrusive and tyrannous thoughts. To us, the oracle might be dumb, and the light eclipsed. But when we take down one of their volumes, we run no such risk. Here we have their best thoughts embalmed in their best words, immortal flowers of poetry, wet with Castilian dews, and the golden fruit of wisdom that had long ripened on the bough before it was gathered. Here we find the growth of the choicest seasons of the mind, when mortal cares were forgotten, and mortal weaknesses were subdued, and the soul, stripped of its vanities and its passions, lay bare to the finest effluences of truth and beauty. We may be sure that Shakespeare never out-talked his Hamlet, Bacon his essays. Great writers are best known through their books. How little, for instance, do we know of the life of Shakespeare; but how much do we know of him. * * * *

A taste for reading will always carry you into the best possible company, and enable you to converse with men who will instruct you by their wisdom, and charm you by their wit; who will soothe you when fretted, refresh you when weary, counsel you when perplexed, and sympathize with you at all times.—*Geo. S. Hillard.*

Employ your time by improving yourself by other men's documents; so shall you come easily by what others have labored hard for. Prefer knowledge to wealth; for the one is transitory, the other perpetual.—*Socrates.*

He that will inquire out the best books in every science, and inform himself of the most material authors of the several acts of philosophy and religion, will not find it an infinite work to acquaint himself with the sentiments of mankind concerning the most weighty and comprehensive subjects.—*Locke.*

Reading maketh a full man.—*Bacon.*

I no sooner come into the library but I bolt the door to me, excluding Lust, Ambition, Avarice, and all such vices, whose nurse is Idleness, the mother of Ignorance and Melancholy. In the very lap of eternity, among so many divine souls, I take my seat with so lofty a spirit, and sweet content, that I pity all that know not this happiness.—*Heinsius*.

* * Books are yours,
 Within whose silent chambers treasures lie
 Preserved from age to age; more precious far
 Than that accumulated store of gold
 And orient gems, which for a day of need
 The Sultan hides deep in ancestral tombs.
 These hoards of truth you can unlock at will.

[*Wordsworth*.]

Of the things which man can do or make here below, by far the most momentous, wonderful, and worthy, are the things we call books.—*Carlyle*.

For books are not absolutely dead things, but do contain a certain progeny of life in them, as active as that soul whose progeny they are; nay, they do preserve, as in a vial, the purest efficacy and extraction of that living intellect that bred them.—*Milton*.

From a child I was fond of reading.—*Franklin*.

My latest passion will be for literature.—*Frederick the Great*.

Books are the food of youth, the delight of old age; the ornament of prosperity, the refuge and comfort of adversity; a delight at home, and no hindrance abroad; companions by night, in traveling, in the country.—*Cicero*.

* * the great minds of former ages. The debt which he owes to them is incalculable. They have guided him to truth. They have filled his mind with noble and graceful images. They have stood by him in all vicissitudes; comforters in sorrow, nurses in sickness, companions in solitude. Their friendships are exposed to no danger from the occurrences by which other attachments are weakened and dissolved; time glides on; fortune is inconstant; tempers are soured; bonds which seemed indissoluble are daily sundered by interest, by emulation, or by caprice. But no such cause can affect the silent converse which we hold with the highest of human intellects. That placid intercourse is disturbed by no jealousies or resentments. There are the old

friends who are never seen with new faces, who are the same in wealth and in poverty, in glory and in obscurity. With the dead there is no rivalry. In the dead there is no change. Plato is never sullen. Cervantes is never petulant. Demosthenes never comes unseasonably. Dante never stays too long. No difference of political opinion can alienate Cicero. No heresy can excite the horror of Bossuet.—*Macaulay: Review of Montague's Bacon.*

Until we know why the rose is sweet, or the dew-drop pure, or the rainbow beautiful, we can not know why the poet is the best benefactor of humanity. Whether because he reveals us to ourselves, or because he touches the soul with the fervor of divine aspiration, whether because in a world of sordid and restless anxiety he fills us with serene joy, or puts into rhythmic and permanent form the best thoughts and hopes of man—who shall say? But none the less is the heart's instinctive loyalty to the poet the proof of its consciousness that he does all these things, that he is the harmonizer, strengthener, and consoler. How the faith of Christendom has been stayed for centuries upon the mighty words of the old Hebrew bards and prophets, and how the vast and inexpressible mystery of divine love and power and purpose has been best breathed in parable and poem!—*George William Curtis.*

My days among the dead are passed ;
Around me I behold,
Where'er these casual eyes are cast,
The mighty minds of old.
My never-failing friends are they,
With whom I converse day by day.

With them I take delight in weal,
And seek relief in woe ;
And while I understand and feel,
How much to them I owe,
My cheeks have often been bedewed
With tears of thoughtful gratitude.

My thoughts are with dead ; with them
I live in long-past years ;
Their virtues love, their faults condemn,
Partake their hopes and fears,
And from their lessons seek and find
Instruction with an humble mind.

My hopes are with the dead ; anon
My place with them will be,
And I with them shall travel on
Through all futurity ;
Yet leaving here a name, I trust,
That will not perish in the dust.

[*Southey.*

In their literary inheritance, the readers of the English language are the richest people that the sun shines on. Their novelists paint the finest portraits of human character, their historians know the secret of entrancing and philosophical narration, their critics have the keenest acumen, their philosophers probe far into the philosophy of mind, their poets sing the sweetest songs.—*History of English Literature: Shaw.*

What greater service can the teacher render to the child, entrusted to his care, or to the state, of which the child is to become a citizen, than to put him in the way of possessing his literary inheritance? The state expects the teacher to perform this service, and, among the means to be employed, has designated that one of the eight legal branches called reading.

OBJECT-LESSONS IN MORAL EDUCATION.*

REV. A. D. MAYO, ASSOCIATE EDITOR NATIONAL JOURNAL OF EDUCATION.

SOME twenty years ago a wave of reaction against all religious and moral instruction in common schools swept over the country. The occasion was chiefly the demonstration of the Roman Catholic priesthood for the division of the school funds and the establishment of the parochial system. The people declared that the American system should be maintained, and schools be secular in the sense of being controlled by the State as against ecclesiastical influence. An effort was made to force in that method of ultra-philosophical secularism which would cut away all public life from any relation to religion, and repudiate religious sanctions for moral instruction. This method, which proposed, after the manner of Solomon, to shut the mouths of

*Abstract of a paper read at the National Educational Association at Chautauqua. Printed in The New-England Journal.

the contending mothers by killing the child, was adopted in certain localities. But this superficial theory seems to have been lived through, and now there is a formidable revival, all over the country, in favor of moral instruction. During these years the schools have been greatly indebted to the devotion of their teachers, especially the women, who have folded the little children to their heart more tenderly as the storm beat more loudly outside. The terrible relations of depravity in all regions of business, the vast amount of youthful wickedness in cities, and the portentous spectacle of the millions of children demanding instruction in the South, have finally awakened the people to this demand for moral instruction. Whenever the attempt is made, in good faith, in a Christian country, to give moral instruction, it follows, by necessity, that it shall be instruction in the Christian morality, the code of the Sermon on the Mount, the Lord's Prayer, the Law of Love, and the Golden Rule. For the average school-child this character training is more than half, and for large classes nine-tenths, the work in school. The most important question now is the best method for the moral instruction so loudly demanded. And here the new education, which has changed the method of instruction in all other directions, must come in, and reconstruct the mode of imparting moral instruction. Practically, during the past twenty years the superior teachers have been forced by circumstances to give up the old mechanical methods of teaching morals by lecturing and cramming the children's minds with precepts, and have learned to rely on that broader and more vital method whereby the teacher himself is the soul of the character-training, and uses every opportunity to mold the morals of the child. The true teacher is the central object in all moral instruction. Unless he is the incarnation of all his pupils should be, it will be in vain that he attempts to give formal instruction in morality. Every school is really a committee of investigation of the teacher, and every instructor who combines high character and teaching ability can not fail to be a powerful spiritual force in the school-room. The people must insist that only teachers of the most positive moral character shall stand before the children.

In proportion as the level of moral power in the teacher can be raised, will character be shaped in the school-room. The most formidable implement in the teacher's hands for moral training is the discipline of the school. Men and children are largely

moulded by the moral tone, habits, and laws of the community. The organization and discipline of the school work a gradual reform in multitudes of children, who are insensible to the direct personal appeal of the teacher. Yet a vast amount of quiet and effective advice and aid is now given by the teachers—all the more valuable because working in secret. The new methods of instruction, in which the teacher is the central power, offer great opportunities for moral instruction. Every lesson in the language, science, history, even in the most practical studies of the school, can be so combined with moral emphasis as to make all instruction tell on the character of the child. In this way the scholar is prepared for the use of books. It is an outrage on religious liberty and public morality to banish the Bible from the schools; but it is a great folly to confine its use to a monotonous, perfunctory reading. The Bible should lie on the teacher's desk like the dictionary, for wise and judicious use.

Our reading-books can be used to great effect for moral instruction. It is a great mistake to fill our school-readers with such trivial and puerile matters as is often considered necessary. The present habit of directing the reading of school-children offers great opportunity to the teacher. There are lines of reading which, like mountain-paths, lead the youth upward to the loftiest outlook over the whole providential field of human life. The ideal of the true instructor is the Great Teacher himself, who has reconstructed human civilization by appearing for eighteen centuries as the sublime object-lesson of all the virtues demanded in a child of Almighty God.

LANGUAGE.

[*W. A. Hosmer, Supt. of La Porte County, has sent a circular to his teachers containing the following suggestions as applied to pupils in the 4th Reader. They are so practical that space is given them in the Journal that more teachers may have the benefit of them.*]

THE purpose of the lessons in language is to develop the power of oral and written expression, and this can only be accomplished by abundant exercise in the use of language as the expression of thought. In the three lower grades, the work will mainly be done by the pupils while at their seats. The inspec-

tion and drill should be in connection with the reading exercises. The fourth grade is entitled to special time for this exercise, and the teacher should not fail to so provide in arranging the programme.

The pupils have already learned the nature of declarative and interrogative sentences, and these terms may be given to them now. Teach the imperative and the exclamatory sentence. Teach the pupils that what we talk about in a sentence is the subject, and that which we say about it is the predicate. Give a list of subjects, as fence, field, John, road, tree, Mary, carpenter, etc., and require the pupils to build sentences. The teacher should state the kind of sentence to be built, whether declarative, imperative, etc. Give a list of predicates, as run, play, sing, etc., and require certain specified kinds of sentences to be built. Give rows of promiscuous words to be arranged into certain kinds of sentences. Teach the pupils to combine sentences by having them make two or more statements about an object, and then unite them in one expression. Continue the use of pictures by requiring the pupils to write stories about them. No doubt the pupils will at first, and for some time, require much assistance, which may be given chiefly by suggestive questions. As pupils advance, more particular descriptions may be brought out, and the wider play of the imagination secured by judicious questioning. Read once or twice carefully to the pupils, a story or anecdote, and require them to reproduce it in their own language. A great deal of work of this character should be given. The reading should not be done at the time the lesson is assigned, but when the pupils commence to prepare the language lesson. Teach the pupils of this grade to write letters, and make letter-writing a frequent exercise through the entire year. The pupils should understand the meaning and use of the following parts of a letter: heading, address, salutation, body, subscription. Teach the above parts, their position, punctuation, and the use of capital letters. Give the pupils drill in writing each part, appropriate for a business letter, a friendly letter, a letter to a brother, sister, etc. In requiring the pupils to produce entire letters, definitely specify the nature of the work. The following will serve as illustrations:

1. Write a letter to your father, who is supposed to be away from home, stating three things that have occurred during his

absence, and saying that he (the father) is expected home on a certain day, and that the buggy (or sleigh) will be at the depot of a certain place to meet him.

2. Write a letter to a schoolmate, describing a present received, asking the loan of a book, and stating that you will visit him on a certain day.

3. Write a letter to your parents, describing your studies in school.

4. Write a letter to your cousin, inviting him, or her, to visit you.

There is room for the teacher to exercise a great deal of ingenuity in designating the character of letters to be written. The pupils should be required to produce short compositions occasionally. In assigning this work, definitely specify its character. Some attention may be given to technical grammar in the course of the year; but it should be remembered that the main object is to teach pupils the practical use of language. In considering the parts of speech and their properties, develop the ideas of pupils in reference to a new point, by conversation with them, and by written work on the black-board. Lead the pupils to make their own definitions, as far as possible. The pupils work outside of the recitation, should always be the preparation of some written matter to be brought to the next recitation for inspection and criticism.

WHAT IS TRUE EDUCATION?

MAY SHALLCROSS.

THIS question is one of such vital importance and of such determining effect upon the life of this and of any age, that it awakens in the mind of every earnest seeker after true advancement and improvement, the liveliest interest and the deepest thought.

In seeking to define the question clearly, one finds that too often a narrow, if not entirely erroneous conception of the term *education* is formed, instead of a realization of the true breadth and depth of the word.

This is almost inevitable; and as a deplorable result, we find in every-day life many examples of noble minds that in their endeavor to do something for the elevation of themselves and all mankind have been warped and crippled by their narrow conception of the meaning of the word. For true seekers know that education is not limited to the acquisition of knowledge, and is not confined to the preparation for any vocation in life. For while a certain amount of knowledge is necessary to the successful pursuit of any calling in life, it is simply a component part—not the whole—a mere step in the path of true education; and in thinking that after a certain course of study within a prescribed term of years, and for the attainment of any desired end, we come into possession of a true education, we fall into the common error.

Education is so expansive and so almost infinitely comprehensive, that we are prone—as we can not appreciate it in its full sense—to bring it into the narrow limits of our own thoughts. Education is without limit. It can never be finished—it is a life process—it may be an eternal one. “It includes everything that tends to develop or fashion man and woman; a process continually going on, whether recognized in consciousness or not;” and modified by every indulged thought or feeling, and every action, however slight, of every-day life.

Then true education, or education in its most noble and elevated sense, is that which tends to the best development of mind and body; that which calls forth the noblest faculties and aspirations of mankind, and which controls the passions and unworthy thoughts, and brings them into subjection to mind and conscience; a process which, if fully completed in this life, would raise the human race to a height of moral and physical perfection that we can not scale with our minds.

CANNELTON, IND.

ANTHONY COMSTOCK.

WE know of no social reformer who deserves more gratitude from the American people than Anthony Comstock. May God spare him long and stand between the villainous host who hate him and our beloved children, whom they are trying, with

fiendish malignity, to pollute and destroy. His neck some of them would be as glad to wring as they would that of a Thanksgiving turkey, but he stands by his duty like the Christian man he undoubtedly is. When Mr. Comstock came into the field which he now occupies so efficiently, there were 165 obscene books published in this country. Of these he has seized and destroyed the plates of 163, and the owners of the remaining two, getting scared, destroyed them themselves. He has seized and confiscated 24 tons of obscene printed matter, and arrested 425 persons for dealing in this matter. He has seized and destroyed 1,700 photographic negatives of obscene pictures, 530 woodcuts, and 350 steel and copper-plate engravings. All this filthy material and the power of its multiplication he has saved from being unloaded upon the youth of this country. The watchfulness, the intrepidity, the self-devotion with which he has effected these wonderful results, stamp him as one of the most useful and remarkable of the Christian workers of our time.—*Exchange*.

PERTINENT QUESTIONS FOR TEACHERS.

1. Are you complete master of the situation?
2. Do your pupils, as a rule, obey you from choice, or from fear of punishment?
3. Are your recitations spirited enough to keep alive the interests of a majority of your pupils, or do the most of them sit in class with their eyes fixed on vacancy, and their minds following in the direction of their eyes?
4. Do you make frequent use of the wall-maps in your geography and history recitations, and do you supplement the maps by the use of blackboard sketches?
5. Are you teaching your pupils to read with the heart and the understanding, or are you teaching them to imitate you mechanically in the reading of the pieces in the text-book?
6. Do you always prepare all the lessons so thoroughly yourself, that you are prepared to give clear explanations of the more prominent points connected with them?
7. Do you give the twentieth part as much thought to the

cultivation of the hearts of your scholars as you do to the cultivation of their heads?

8. Do you ever permit a whole day to pass without finding an opportunity to say something, or do something, to make your scholars purer and nobler, as well as wiser?

9. Do you save your best energy for the school room, or do you devote it to frivolous amusements?

10. What are you doing to cultivate among your pupils a taste for reading good literature?

11. Are you living such a life of moral rectitude that parents could wish their children to fashion their lives after yours?—*Ex.*

HOW TO SPEND WINTER EVENINGS.

EMMA MONT. MERRAE.

AS October with its weather of gorgeous beauty is upon us, brimful of more than royal nectar for the inspiration of the seeing eye and understanding mind, the idea of the possibility of a bleak December seems an intruder. But while we are making our own all the richness of the autumn, it may be well to plan ahead a little for the long evenings of the approaching winter. Those times are so precious when used as garnering times by the teacher. He goes each morning to the waiting, precious household of dear children gathered in the school home, strengthened by the communion he had with the true elixir of life—knowledge.

As a matter of duty we should see to it that we attain a higher degree of knowledge of the eight common school branches prescribed by law. The mastery of the lower depends largely upon the understanding of the higher departments of the same science. He who would teach arithmetic comprehensively should give attention to algebra and geometry. After the eight common school branches in the natural order come the science of elementary physics, the elements of botany and zoology. Physics is necessary to the proper teaching of some parts of arithmetic. Botany renders most valuable service in training the powers of observation. Zoology leads to a clearer appreciation of the subject of physiology. The pursuit of science in these different directions can be made productive of great good if carried into the school in the form of general lessons, if not in the regular course of instruction. An interest may be awakened

which will result in the collection of botanical and zoological specimens: and not only this, but through this means both teacher and pupils grow out of themselves into more of a realization of the ever widening circle of the yet unknown.

If any subject of study is to be pursued, the attention for the time would better be concentrated upon that one subject until a desirable degree of knowledge of that has been gained, then another may be taken up. To the teacher all kinds of knowledge become at once practical. As any kind of information is gained it can be of use in the school. I do not think I have ever gathered a scrap of knowledge of any description that I did not find use for before a week had passed.

It is one thing to take up a special study and quite another to plan for our winter's leisure hours a course of general reading. There is a certain amount of professional reading that should come to every teacher in the form of educational periodicals and great works on the science of education in its different phases, etc. These are of paramount importance, and should by no means be overlooked as a part of our legitimate work, if we would be professional teachers. But besides all these things it must ever be kept in view that to be a man, to be a woman, is more than to be a teacher; and yet to be a teacher in its highest, truest sense, it is necessary to be a man, to be a woman. This kind of general outlook, is the result of a growth which can come only through a process of years spent in holding converse with the master minds of the ages.

In this age of periodical literature the teacher must be behind the times who has not access to a first-class newspaper (daily if possible), and at least one of the great magazines, the Atlantic, Harper, Scribner, or Popular Science Monthly. Each of these has its excellencies, but some one of them is a necessity to your winter's work.

I think there is no other class of general reading of so much value to the teacher as choice fiction. The novel presents a picture of the people—their manners, their customs, their dress, their motives—in short, their natures. These things are part and parcel of the teacher's knowledge. He is, or ought to be, a student of human nature. If he does not know boys and girls, men and women as they are, he fails. He should, then, be a student of the master touches upon this great canvas which is a portrayal of human figures, as they act and react upon each other. It matters not how old we may have grown in years; if we as yet are strangers to the enchanted land of children's story books, let us begin this winter with Arabian Nights, Don

Quixote, and Robinson Crusoe. Then in our search after new types in the school of humanity we shall come to the reading of Maria Edgeworth, Scott, Dickens, Thackeray, and George Eliot. In the pursuit of Dickens we shall certainly find some school-masters whose pattern we will endeavor to avoid, if we find none to imitate.

The essence of poetry is to be found in the world's first great poem, the "Iliad." While it is true that the leisure time is quickly filled, and much must be left undone, some one play of Shakespeare may be made the subject of careful study, and thus the stock of the teacher's most necessary knowledge be again enhanced. The warring elements of the creature man when illumed by the genius and poetic fire of a Shakespeare, become real entities. In order to warm into a glowing, happy, related individual, the human personality, the tender touches of a loving humanity as manifested by a Burns and a Wordsworth must portray the nobility of man as man. Then let our own Hawthorne, Irving, Bryant, Whittier, Longfellow, and Lowell come and spend the winter evenings with us.

In biography we can find rich material, not only for self-improvement, but much inspiration for our pupils. The recital of the noble deeds of the truly great has a wonderful influence in the formation of character. Abbott's *Pioneers and Patriots* is a good series. Plutarch's *Lives*, Coffin's *Boys of '76*, Biglow's *Life of Franklin*, Irving's *Life of Washington*, are admirable books.

In history it is better, I think, first to read condensed histories, and afterwards take up more elaborate works. Appleton's *Science Primer* series and Osgood's *Little Classics* series contain gems of science, history and fiction. Yonge's *Stories from History*, embracing Greece, Rome, France, Germany and England, and Dickens' *Child's History of England* are excellent. If more complete works are desirable, Grote's *Greece*, Mommsen's *Rome*, Lewis' *Germany*, Guizot's *France* and Knight's *England* are elaborate works of a very high order. The first book on history that should be in the hands of every teacher of U. S. History, after books on that subject, should be Greene's *History of the English People*.

Now a word in regard to sources of information in the selection and purchase of books. If we do not know in reference to these matters, we can usually find in every community some one to whom we may go for information. By the careful reading of book tables and reviews, and advertisements we may learn much. There are various ways of buying books at reduced rates. They can often be purchased in connection with subscriptions to periodicals. The

American Book Exchange, New York, has brought many of the best books within the reach of all, by its cheap reprints. Such books as Arnold's *Light of Asia* they sell for 20 cents. If there are no book-sellers near you from whom information may be obtained, by communicating with the agent of any publishing house you may know, the publishers of any book you may wish can be ascertained.

If any readers of the Journal may wish a prescribed course of home study, I can heartily recommend the "Chautauqua Course." Dr. J. H. Vincent, Plainfield, N. J., will furnish any information desired in reference to this course of study.

Whatever be the plan adopted for the winter's spare moments, let us hope that the cheery suns of the merry springtime shall bring forth many blossoms in the lives of Indiana's teachers.

MUNCIE, IND.

"STORY OF A STONE."

DR. D. S. JORDAN.

[We reprint this charming story by Dr. D. S. Jordan, from the excellent but short-lived *Educationist*, a monthly school journal formerly conducted by Messrs. A. C. Shortridge and Geo. P. Brown. It is a fitting illustration of the ways in which the great truths of a science may be simply and familiarly presented. We are confident that our readers will be pleased and instructed by its perusal, and that it will be read by many teachers to their pupils, with oral explanations of the "long, hot, wet summer," or Carboniferous Age; the "great winter," or Glacial Epoch; the growth of corals and formation of limestone; how the swamp vegetation of the coal age "stewed away under layers of clay and sand, till at last they were turned into coal" and wept bitter tears of petroleum.—ED.]

ONCE on a time, a great many years ago, so many, many years, that if your father should give you a dollar for every year, you could buy up the Exposition building and the whole city of Indianapolis, and have enough left to pay the National Debt; in those old days when the great Northwest consisted of a few ragged and treeless hills, full of copper and quartz, and bordered by a dreary waste of sand flats, over which the Gulf of Mexico rolled its warm and turbid waters as far north as Escanaba and Eau Clair; in the days when Marquette Harbor opened out towards Baffin's Bay, and the North-

ern Ocean washed the crest of Mount Washington, and wrote its name upon the Pictured Rocks; when the tide of the Pacific, hemmed in by no snow-capped Sierras, came rushing through the Golden Gate between the Ozarks and the North Peninsula, and swept over Plymouth Rock and surged up against Bunker Hill; in the days when it would have been fun to study Geography, for there weren't any capitals, nor any products, and all the towns were seaports; in fact an immensely long time ago (but just on that account the story is worth hearing before it is forgotten); there lived somewhere in the northern part of Indiana, not far from what is now South Bend, a little jelly fish.

It was a curious little chap, about the shape of half an apple and the size of a pin's head, and it floated around in the water and ate little things, and opened and shut its umbrella pretty much as the jelly fishes do now on a sunny day off Nahant Beach, when the tide is coming in. It had a great many little feelers that hung down all around like so many little snakes, and so it was named Medusa, after an eccentric lady who lived a long while ago, according to the astronomies, and who wore snakes instead of hair, and used to turn people into Cardiff Giants if they dared to make faces at her. Well, this little Medusa floated around and opened and shut her umbrella for a long time, a month or a year, perhaps, we don't know how long. Then one morning, down among the sea-weeds, she laid a whole lot of tiny eggs, transparent as crab-apple jelly, and smaller than a dew-drop on the end of a pine leaf. Now she leaves the scene, and our story henceforth concerns only one of those little eggs.

Well, one day the sun shone down into the water and touched these eggs with life, and a little fellow whom we will call Favosites, because that was his name, woke up inside the egg and came out into the world. He was only a little piece of floating jelly, shaped like a cartridge pointed at both ends, or like a grain of barley, although a great deal smaller. He had an immense number of little paddles on his sides that kept flapping all the time, and kept him constantly in motion. And at night all these little paddles glowed with a rich green light to show him the way through the water. It would have done you good to see them some night when all the little fellows had their lamps burning at once, and every wave as it rose and fell was aglow with Nature's fireworks, which burn no fingers and leave no smell of sulphur.

So the little fellow kept scudding along in the water, dodging from one side to the other to avoid the ungainly creatures that tried to eat him. There were crabs and clams of a fashion neither you nor I will

ever see alive. There were huge animals with great eyes, savage jaws and long feelers, that sat and glowered at him, in the end of a long round shell, like an owl in a hollow saw-log, and there were smaller ones that looked like lobsters in a dinner-horn.

But none of these got the little fellow, else I should not have had this story to tell. At last, having paddled about long enough, he thought of settling in life. So he looked round till he found a flat bit of shell, that just suited him, when he sat down upon it and grew fast, like old Holger Danske in the Danish myth. But, unlike Holger, he didn't go to sleep but proceeded to make himself at home. So he made an opening in the upper side, and rigged himself up a mouth and a stomach, and put a whole row of feelers out, and commenced catching little worms and floating eggs, and bits of jelly and bits of lime, everything he could get, and cramming them into his stomach.

He had a great many curious ways, but the funniest of all was what he did with the bits of lime. He kept taking them in, and tried to wall himself up inside with them, as a person would stone a well, or as though a man should swallow pebbles, and stow them away in his feet and all around under his skin, till he had filled himself all full as the man did Jim Smiley's frog.

Little Favosites became lonesome all alone on the bottom of that old ocean, among so many outlandish neighbors, and so one night, when he was fast asleep and dreaming as only a coral animal can dream, there sprouted out of his side, where the sixth rib would have been, if he had had so many, another little Favosites, who very soon began to eat worms and to wall himself up, as if for dear life.

Then from these two another and another little bud came out and another and another little Favosites was formed, and they all kept growing up higher and cramming themselves fuller and fuller of stone, till at last there were so many and they were so crowded together that there wasn't room for them to grow round, so they had to grow six-sided like the cells of a honeycomb. Once in a while some one in the company would get mad because the others got all the lime, or would feel uneasy at sitting still so long and swallowing stones, and would secede from the little Union without even saying "good-bye," and would put on the airs of the old Medusa, and sail around in the water opening and shutting their umbrellas, and at last would lay more little eggs, which in time would hatch out into more Favosites.

Well, the old ones died or ran away, or were walled up, and new ones filled their places, and the colony thrived for a long while and

had accumulated a large stock of lime. But one day there came a freshet in the St. Joseph's river, and piles of dirt and sand and mud were brought down and all the little Favosites' mouths were filled with it. They did not like the taste at all, so they all died, but we know that their house was not spoiled for we have it here.

So the rock house they were building was tumbled about in the dirt, and the rolling pebbles knocked the corners off, and the mud worked into the cracks, and its beautiful whiteness was destroyed. There it lay for ages, till the earth gave a great long heave that raised Indiana out of the ocean, and the mud around our little Favosites packed and dried into hard rock, and closed it in, and so it became part of the dry land. There it lay imbedded in the rock for centuries and centuries, while the old-fashioned ferns grew above it, and whispered to it strange stories of what was going on above ground in the land of the living.

Then the time of the first fishes came, and the other animals looked in wonder and awe at them as the Indians did at Columbus. Like the little gar-pike of our river here, they were, only much larger, big as a stove-pipe, and with a crust as hard as a turtle's. Then there came sharks of strange forms, with teeth like bowie-knives and tempers to match. But the time of the old fishes came and went, and many more times came and went, but still Favosites lay in the ground.

Then came the long, hot, wet summer, when the mists hung over the earth so thick that you might have cut them into chunks with a knife, as you would a loaf of ginger-bread, and great ferns and rushes big as an oak and tall as a steeple grew over Indiana and Illinois. Their green plumes were so long and so densely interwoven that the Man in the Moon might have fancied that the earth was feathering out, while huge reptiles with jaws like the gates of doom, and teeth like cross-cut saws, and little reptiles with wings like bats, crawled and swam and flew.

But the ferns died, and the reptiles died, and the rush-trees fell in the swamps, and the Mississippi and the Wabash and all the rivers covered them up, and they stewed away under layers of clay and sand till at last they were turned into coal and wept bitter tears of petroleum. But all this while Favosites lay in the rock of South Bend.

Then the mists cleared up, and the sun shone, and the grass began to grow, and strange animals began to come from somewhere or nowhere to feed upon it. There were funny little striped horses no bigger than a Newfoundland dog, but as smart as ever you saw. There

were great hairy elephants with teeth like sticks of wood, and hogs with noses so long that they could sit on their hind legs and root, and lots of still stranger creatures that no man ever saw alive. But still Favosites lay in the ground.

So the long, long summer passed by and the autumn and the Indian summer, and at last the great winter came, and it snowed and snowed and was so cold that the snow wasn't off by the Fourth of July, and then it snowed and snowed till the snow never went off at all, and and then it got so cold that it snowed all the time, till the snow covered all the animals, and then the trees and then the mountains. Then it would thaw a little, and streams of water would run over the snow; then it would freeze again and pack into solid ice. Still it went on snowing and thawing and freezing till the ice was a mile deep in Indiana and the whole United States was one great skating-rink.

So it kept on for a million years, till the spring came and the south wind blew, and it began to thaw up. Then the ice came sliding down from the mountains and hills, and from the North toward the South, tearing up rocks little and big, from the size of a chip to the size of a meeting-house, crushing forests as you would crush an egg-shell, and wiping out rivers as you would wipe out a chalk-mark. So it came pushing, thundering, grinding along, not very fast, you know, but with tremendous force, like a million ox-team plow; for a mile deep of ice is very heavy.

So the ice-plow scraped over South Bend, and little Favosites was rooted from the place where he had lain so long, but by good fortune he happened to fall into a crevice in the ice, where he wasn't much crowded, else he would have been ground to powder, and I wouldn't have had this story to tell.

So the ice slid along, melting all the while, and making great torrents of water, which as they swept onward covered the land with clay and pebbles, till at last it came to a great swamp, overgrown with tamarack and cedar; there it stopped and melted, and all the rocks and stones and dirt it had carried, little Favosites and all, were dumped into one great heap.

A million of years later, a farmer on the Michigan road, not far from Fall Creek, while plowing up his clover-field to sow to winter wheat, picked up a curious bit of petrified "honeycomb," a little worn and dirty, but still showing the cells and the bee-bread, and gave it to one of his boys to take to his teacher to hear what he would say about it.

And this is what he said.

FREQUENCY OF EXAMINATIONS—A LETTER.

J. W. McBROOM.

DEAR L—: I have a little spare time this Saturday morning, and shall devote it to answering your question. You ask me, "Do you believe it best to have examinations so frequently as once a month? Are we, or are we not, running to extremes on the subject of examinations, reports, per cents, etc.?"

I understand that at Quincy it is the fashion to ridicule stated examinations, per cents, etc., along with "cram" and other such things. Now, I am certain that the Quincy teachers are doing superior work in their own way, or rather in Col. Parker's way, and I am also certain that they are doing it because they *are* superior teachers, and full of enthusiasm in their work and in their methods. Show me a man that *believes* in his method, and follows it with enthusiasm, and I will show you a man that gets good results. But the best method, followed without a living faith and glowing enthusiasm, is a dead mechanism that can not show the best results. With this much by way of preface let me state my pedagogic creed.

The first article of that creed is, Thorough Reviews and frequent Examinations. The object of these reviews and examinations is to cause the consciousness of the pupil to play about the things to be learned until they are seen from all sides, and are thoroughly familiar. An idea grasped for a moment and then dropped for something else, no more increases the mental strength or the mental store, than does a dollar earned and spent again increase one's material wealth. Many pupils will learn a lesson in a very short time, and recite it well—but never increase their power or mental wealth. They learn the lesson just for the recitation and forget it as soon as the recitation is over. This tendency that is so common, especially among bright boys and girls, must be counteracted. And if they know that what they learn will be needed at the end of the month, they will not study for the recitation merely, but for the monthly examination as well. And if they learn it for a month it is just as good as if they learned it for a year.

Article second of my pedagogic creed is, "Reading maketh a full man; conference (conversation) maketh a ready man; writing an exact man." You recognize the familiar aphorism of Lord Bacon. Now in our school work we want to make our pupils full of knowledge, ready in calling up what they know just when they need it, and

exact in the use of what they know. We must not graduate them empty, slow, or inexact. Then if our educational plan is complete it must provide somewhere for the reading that maketh full; the conversation that maketh ready; and the writing that maketh exact. These are the elements of a perfect scheme, and it makes little difference how we combine them. If the Quincy System is complete, and will stand the test of the years, it provides for these elements though it discards examinations, per cents, etc. For myself I combine the elements as follows:

The reading that maketh full is the study, or preparation, of the lesson. All reading does not make full. The reading done by many people weakens their minds and leaves them emptier than before. Hence it is our first duty to teach pupils *how* to read, how "to read between the lines," how to make what they read their own; in short, how to do that kind of reading which the great father of Inductive Philosophy had in mind when he wrote our motto.

The conference that maketh the ready man is the recitation. My ideal recitation is a free, pleasant, easy, thought-awakening, soul-inspiring conversation about the lesson. Notice that I say *about the lesson*. The conversational recitation too often is about everything but the lesson. The recitation hour may not be wasted, but it is certainly not the best employed. Notice also that a conversation is not a monologue or a dialogue. All must take part; for conference maketh ready only those that take part in it. If the teacher is not careful he will do too much of the talking himself, or allow one or two of the more forward pupils to do it.

The writing that maketh the exact man is the monthly written examination. Ten questions on each branch may be so framed as to call out in their answers all the main points in the work of one month. These examinations need occupy no more than one day; and are certainly better than three or four consecutive days at the close of the quarter, or a week at the end of the year, devoted to examinations preceded by a more or less extended season of special "cram."

So important do I consider this part of my educational scheme that I often doubt whether once a month is often enough for it. It is a question for each one to decide for himself.

Then in conclusion I would say, whether or not monthly examinations are too frequent depends on what your object is in holding them. If they are merely a part of a dead mechanism, of a scheduled routine to be gone through, then once a year is too often. If they serve but as a test of scholarship, for a basis of promotion, once

a month is too often, although not often enough to furnish any reliable test. But if the monthly written examination is a part of your regular school training, instead of a temporary suspension of it; if it is but a species of review in which the questions to be answered in writing are so carefully framed as to cause the pupils in answering them to call up and go over again the main points and principles of the work of the month, then as it seems to me an examination once a month is not too often. For our object in school is not only to impart knowledge, but to create skill in the expression of knowledge. In the daily recitation and in the oral review, skill in the oral expression of thought may be acquired. In the monthly written examination, not only is the knowledge acquired made more definite and exact, but also the power of expressing thought on paper with skill acquired. Hence this exercise is an important drill in that difficult branch, composition.

Now you have not only my views on this point, but my whole theory of school work, stated in brief. If my theory is good my practice of course comes short of it. And if my theory is bad my practice is of course still worse.

COVINGTON, IND., September 25, 1880.

ANALYSIS OF A DIFFICULT SENTENCE.

J. C. BLACK.

I OFFER the following instead of what was given in the September Journal:

1. "We thought *it tiresome to walk a mile* to school."
2. "We thought to walk a mile to school (to be) tiresome."

DIAGRAM.

We | thought | to walk | to be | tiresome.
 | mile | to school
 | a

ANALYSIS.

We is the subject of the sentence, because it expresses the subject of the thought.

Thought to walk a mile to school to be tiresome is the copula and predicate of the sentence, because it expresses the predicate of thought and the relation of the thought-predicate to the thought-subject.

Thought is the copula and principal part of the predicate.

To walk a mile to school to be tiresome is the modifying part of the predicate. It is a direct objective modifier. It is an infinitive phrase equivalent to "to walk a mile to school is tiresome."

To walk a mile to school is the logical subject of the phrase.

To walk is the grammatical subject. It is a verb-form used as a noun. It is present, active, infinitive; has neither person, number nor gender. It is in the objective case, subject of the infinitive *to be*.

A mile and *to school* are the modifying parts of the subject. They are adverbial modifiers.

Mile is a noun in the objective, object of the preposition *of* understood. The phrase is equivalent to "over the space of a mile,"

Tiresome is an adjective used as the assumed predicate of the phrase.

To be, understood, assumes the relation of the thought-subject to the thought-predicate, but does not express it.

It is an expletive used in the form of the sentence, but does not aid in expressing the thought. It is used in this sentence because the order of arrangement in the phrase is reversed, and it does not have the use of the pronoun representing "to walk a mile to school."

INSTITUTE FOR THE BLIND, INDIANAPOLIS, Sept. 27, 1880.

A TEST IN SPELLING.—The following list of words are commonly mispronounced. Teachers will do well to look them up:

accurate,	direct,	hymning,	shut,
address,	down,	idea,	sit,
advantage,	due,	institute,	soap,
allies,	during,	Italian,	soon,
almond,	duty,	kettle,	squalor,
area,	equation,	lien,	stalwart,
been,	European,	livelong,	stolid,
bouquet,	excursion,	matron,	stone,
broom,	exemplary,	mortgagee,	tableaux,
canine,	extant,	mortgagor,	territory,
chancellor,	finance,	peremptory,	town,
column,	frontier,	prairie,	truths,
condemning,	fruit,	recess,	tune,
construe,	grass,	reduce,	tutor,
corollary,	greasy,	robust,	volume,
creek,	health,	romance,	Wednesday,
dance,	hereditaments,	roof,	whoop,
deficit,	horizon,	room,	wrought,
demand,	hostler,	rude,	write,
digestion,	houses,	schism,	won't.

COMMENTARY ON THE SCHOOL LAW OF INDIANA.

XII.

CARE OF SCHOOL PROPERTY.

(CONTINUED.)

3. *Unlawful Possession of School Property.*—If the director surrenders the house to parties not entitled to its use, or to a teacher not employed by a trustee, or if the house is held in possession of a teacher whose license has been revoked, or who has been dismissed by a trustee, what can be done by the trustee to gain possession? It is quite clear that in case a house is held by a party in wrongful possession, the trustee may, if he can, take peaceful possession of the house and debar the other parties from entering.

"The entry of a rightful owner on the possession of a wrong-doer in his absence is justifiable if no breach of the peace is committed." 1 Ind 65

If, however, the entry upon the premises is resisted by those in wrongful possession, they should be ousted by writ of ejectment.

4. *Repairs of School Property.*—Whatever the director does must be done under the general direction and authority of the trustee. He may make temporary repairs, or in other words he may make such slight repairs as are necessary to be done at once, and such as are not of sufficient importance to justify the director in sending for the trustee. When any repairs are needed involving any large outlay of money, however, the trustee should invariably be consulted and his orders followed.

5. *Use of Property for Private Schools.*—It is not the intention of section 158 to deny the trustee the right to permit the use of a school house for a private school, in the absence of a petition, unless there shall be a protest of a majority of the district against such use.

In order to secure proper qualification on the part of the teacher, it is recommended that other things being equal, the house be let to a teacher holding a valid license.

When a private school is to be taught in a public school house the trustee should require the teacher to deposit a reasonable sum of money or file a bond with him as a guarantee that he will make and file with the proper trustee the report required in this section. When such report is made the trustee should refund the money so deposited.

The teacher occupying a school house, under such petition, thereby obligates himself to comply with the condition contained in the law as to making suitable reports.

The trustee has no discretion as to permitting the use of a school house for a private school when applied for as provided in this section.

¶ 6. *School House to be Used for the Benefit of the Public.*—The use contemplated in section 6 of the act of 1859, quoted above, is a use for the benefit of the public, and not a use for the benefit of any traveling showman.

A house may be used, when desired by a majority of the patrons, for public worship, for political meetings, for debating societies, etc. It may possibly be used for a singing school or for a public lecture; but it should never be let for a purpose in which the public does not take a general interest.

7. *School House may be Used for other than School Purposes without a Petition.*—It is held that the trustee may permit a school house to be used for other than school purposes in the absence of a petition for its use, provided a majority of the tax-payers do not remonstrate against such use. If such remonstrance is made the trustee ought not to permit the house to be so used.

8. *School House not in Use Evenings.*—The question arises, does the expression "when unoccupied for common school purposes" forbid the use of the house evenings when a school is being conducted during the day? It is held that it does not forbid such use. A house may be used evenings, but it is generally unwise to open the house on such occasions.

9. *Security against Misuse of School Property at Public Meetings, Etc.*—When a house is used for public purposes the parties using it should be required to put the house in proper order before the opening of school next day.

If necessary the trustee should require the parties using the house to make a sufficient deposit of money, or to give bond that the house shall be properly used and properly cleansed, and a failure to comply with this requirement would justify the trustee in refusing to open the house even though a legal petition had been served on him. I think that whenever he found that the house was being misused, he would have the right to close it. The house belongs to the township and not to the school district. While the law permits the proper and reasonable use of the house under certain circumstances, it certainly does not permit the improper and unreasonable use of it.

10. *Equal Rights of all Denominations and Parties to hold Meetings in School Houses.*—Does the expression "giving equal rights and privileges to all religious denominations and political parties, without any regard whatever to the numerical strength of any religious denomination or political party of such district," forbid the trustee to permit one religious denomination to occupy a house at a certain hour on a certain day, to the exclusion of another denomination who may desire to use the house at the same time?

It does not so forbid him. It would be absurd to place such a construction upon the law. If the trustee should permit one denomination to use the house at one hour during Sunday and another denomination to use it at another hour during the same Sunday, or if he should permit the first to have the exclusive use of the house one Sunday and the second to have the exclusive use of the house the second Sunday, he would be carrying out the spirit and intent of the law. The trustee would not have the right to permit one denomination to have the exclusive use of the house every Sunday, if another denomination desired to use it a part of the time. The trustee must

use sound discretion and determine at what time and how long each denomination that desires to use the house shall occupy it. He should do this just so far as is necessary to protect each denomination in its rights.

11. *Care of School Property in Cities and Towns.*—The care of school property in cities and towns is under the exclusive control of the school boards of such corporations. The provisions of sections 30 and 158 of the general school law, and section 6 of an act of March 3, 1859, above quoted, do not apply to the school property of cities and towns.

12. *Section 6 of an Act of March 3, 1859, in force.*—Section 10 of the common school law, 3 Ind. Stat. 443, provides that the trustee shall build or otherwise provide suitable houses for schools, etc.

Section 30 of the same act provides that the school director shall take charge of the school house and property belonging thereto, under the general order and concurrence of the trustee, and preserve the same, etc. 3 Ind. Stat. 448.

We think the trustee of each school district has the charge and possession of the school house, for although the director has the charge for certain purposes, he acts under the order and with the concurrence of the trustee. *Culver v. Smart*, 1 Ind. 65. But the power of the trustee over school houses, as given by the common school law in the sections above recited, is restrained and modified by the 6th section of an act incorporating school townships, defining their powers, etc., [approved March 3, 1859], which is as follows:

"SEC. 6. If a majority of the legal voters of any school district desire the use of the school house of such district for other purposes than common schools, when unoccupied for common school purposes, the trustee shall, upon such application, authorize the director of such school district to permit the people of such district to use the house for any such purpose, giving equal rights and privileges to all religious denominations and political parties, without any regard whatever to the numerical strength of any religious denomination or political party of such district." 1 G. & H. 571.

There is no averment in the complaint that a majority of the legal voters of said district had not expressed a desire that the said school house might be used for other purposes than common schools. One who seeks injunctive relief should show very clearly that he is entitled to it. If a majority of the legal voters of said district had expressed a desire that said school house might be used for religious worship, the action of the trustee (who consented to the use of the school house for religious meetings) would be clearly right.

In the condition of the record we do not deem it proper to express any opinion as to the power of the trustee, in the absence of any expressed desire on the part of a majority of the legal voters of said district. 47 Ind. —.

. XIII.

COUNTY BOARD OF EDUCATION.

THE LAW.

SEC. e. The county superintendent and the trustee of the townships and the chairman of the school trustees of each town and city of the county shall constitute a county board of education. Said board shall meet semi-annually at the office of the county superintendent, on the first days of May and September, unless the said days be Sunday, if so on the day following, a majority of whom shall constitute a quorum. The county superintendent shall preside at the meeting of the board, shall be allowed to vote on all questions as other members of the same are allowed to vote. Said board shall consider the general wants and needs of the schools and school property of which they have charge, and all matters relating to the purchase of school furniture, books, maps, charts, etc. The change of text-books, except in cities, and in the care and management of township libraries, shall be determined by such board, and each township shall conform as nearly as practicable to its action, but no text-book hereafter adopted by the county board shall be changed within six years from the date of such adoption, except by unanimous vote of all the members of such board: *Provided*, That any text book heretofore adopted by the county board of education shall not be changed within three years from the date of its adoption.

COMMENTS.

1. *Composition of County Board.*—The county board is composed of the township trustees and the presidents of all city and town school boards in the county. Other members of town and city school boards besides the president are not members of the county board. The regularly elected presidents are members. A president *pro tem.* of a city or town school board is not a member of the county board.

2. *Adjourned Meetings of County Board.*—On this subject the Attorney General has expressed the following opinion:

"The law provides for the assembling of the county board semi-annually on the first days of May and September. The board having met on the first day of September, they would have a right, I think, to adjourn from day to day until the business before them was completed. But if they have adjourned *sine die* they would not have a right to meet any more until the first day of May."—WOOLLEN, Attorney General.

3. *President pro tempore of the County Board.*—The county superintendent is the president of the county board; but if the county superintendent should be absent at any meeting of the county board, the board may appoint one of its members presiding officer *pro tempore*.

4. *What constitutes Quorum of County Board*—No action can be taken by the county board unless a majority of all the members of the board are present. For example, if there are twelve trustees who are members of the board, and six of such trustees are present with the county superintendent, this would constitute a majority of the board. If a majority of the members of a county board be present

at any meeting, the board may take legal action upon suitable questions by a majority vote of those present, except upon such questions as requires a majority-vote of all the members of the board.

5. *Board must Act as an Organic Body.*—The board can not act except in its organized capacity. All the members of the board might sign a document agreeing to take certain action as members of the county board. This would not constitute a legal act. No act by the members of the county board can be regarded as legal unless taken at a properly organized board meeting.

6. *Board may adopt Rules and Regulations.*—The county board may adopt rules and regulations for the government of the district schools, but for obvious reasons it should attempt to make no rules for the government of schools in cities and towns. The county board may also adopt a course of study for the district schools. See chapter on Rules and Regulations and Course of Study.

7. *The Adoption of Text-Books.*—A text-book may be adopted at any regular meeting, at which a quorum is present, by a majority vote of the members present; but when a text-book is once adopted for six years, the book can not be changed within the six years, except by unanimous vote of all the members of the board. A meeting must be held at which every member of the board is present, and every member present must vote to make the change.

8. *Adopted Text-Books must be Used.*—The purpose of the law in respect to the adoption of text books is two-fold. It seeks to secure permanency and uniformity. Uniformity can not be secured unless the books adopted by the county board are introduced into the schools. The trustees of the townships and of the incorporated towns must introduce such books as have been adopted by the county board so far as it is practicable to do so. The trustees, while having a due regard to the welfare of the children and to economy, must endeavor to attain to the two results aimed at in the law. While the discretion allowed to such officers under the law may permit them temporarily to delay introducing into their schools a book adopted by the county board, I do not think it authorizes them to make a change in the books used in their schools and use a book not adopted by the county board. Such a process would produce change without making progress toward uniformity.

If a county board should fail to adopt a book upon any branch of study required by law, the trustee would not be authorized to make a change of books in that branch. The law distinctly states that the change of text-books, except in cities, shall be determined by the county board.

9. *County Board must Record Proceedings.*—It is a general rule in law that a corporation can speak by its record only. It is therefore very important that school officers and county boards should make a careful record of their proceedings. If a county board takes any legal action and fails to make a record of it, or if the secretary makes an inaccurate record of proceedings, a record can be made or the incorrect record can be amended by order of the board at a subsequent meeting. A legal act of a county board is not necessarily void in case of a failure to make a record of the same. If a question should arise as to the action of a county board, evidence may be

taken at a subsequent meeting of the board outside the record, and a new record may be made in accordance with the facts as ascertained by the board. A record which is proved to be false before any competent tribunal is no record in law.

10. *Cities Exempt.*—Cities are exempt from the control of the county board in regard to the use of text-books, but incorporated towns are subject thereto in the same manner as townships.

XIV.

RULES AND REGULATIONS AND THEIR ENFORCEMENT.

THE LAW.

SEC. 39. The county superintendent shall have the general superintendence of the schools of his county. * * *

SEC. 10. The trustees shall take charge of the educational affairs of their respective townships, towns and cities. * * *

SEC. e. * * * Said [county] board shall consider the general wants and needs of the schools. * * *

SEC. 147. The common schools of the state shall be taught in the English language, and the trustee shall provide to have taught in them orthography, reading, writing, arithmetic, geography, English grammar, physiology, history of the United States, and good behavior, and such other branches of learning and other languages, as the advancement of pupils may require and the trustee from time to time direct.

SEC. 26. * * * Such school meetings shall have power to determine what branches, in addition to those mentioned, in section 34 of this act, they desire shall be taught in such school, and the time at which such school shall be taught. * * *

SEC. 31. He [the director] shall visit and inspect the school, from time to time, and, when necessary, may exclude any refractory pupil therefrom; but the exclusion of any pupil from the school for disorderly conduct shall not extend beyond the current term, and may be, in the discretion of the director, for a shorter period.

SEC. 32. The decision of the director, in excluding a pupil, shall be subject to appeal to the township trustee, whose decision shall be final.

COMMENTS.

1. *Trustee should Make and Enforce Rules.*—In determining who has the right to make rules and regulations governing the schools in townships, and to make out courses of study, the above quoted parts of the school law must be considered together and as forming a part of one whole. The county board of education is formed chiefly of the township trustees. The county superintendent, elected by the township trustees, is *ex-officio* president of the board, and is its executive officer. He becomes in a sense its agent to execute its orders in relation to the schools in townships. The trustee seems to be the principal unit in this organization, and he must be regarded as the

chief source of power in the management of the school.▼ One of the former State Superintendents wrote as follows in relation to this subject:

"This section authorizes trustees to make and enforce, or cause to be enforced, rules and regulations for the management of the schools, not transcending the provisions of the law. Though not expressed, this power clearly belongs to the trustee, and should be properly exercised in every school, the voice of individuals or school meetings to the contrary notwithstanding. Anything less than this will not meet the requirements of the law, nor secure the highest efficiency of the schools."

Although this was written before the acts organizing the county board and providing for a county superintendent were passed, the opinions expressed therein are sustained by the present law.

In the absence of any general rules and regulations established by the county board, the trustee has the undoubted right to make necessary rules and regulations, and to prescribe a course of study, if he deems it desirable to do so.

It is possible that a trustee may have the right to make some rules and regulations contrary to those established by the county board, but just how far this may be done is not determined by the law, and it is not wise that it should be done at all. Each trustee should give full force and effect to the rules, regulations, and course of study adopted by the county board by adopting them himself and by requiring his teachers to contract to conform to them, so far as they may be in accordance with the law. Any other course would produce a want of harmony and uniformity in the schools. It would embarrass the county superintendent in his work, and would defeat the purposes for which the county board was created.

2. *Character of Rules adopted by County Board.*—The rules and regulations adopted by county boards and by trustees should be of a very general character, applicable to all schools alike, and not such as would trespass upon the rights of the teacher, or embarrass him in his work. The Supreme Court inferentially decides that school officers have the right to make reasonable rules and regulations for the government of their schools. 42 Ind. 210.

But the court has also decided inferentially that the teacher has the right to make rules and regulations of his own for the management and government of the schools. It is difficult to determine just where the authority of the trustee ends and the authority of the teacher begins in respect to this matter. It is clear that the county board may determine by its rules the time for opening and closing the daily sessions of the school, the length of the sessions, the time and length of the recesses and intermissions. It may require certain reports to be made by the teachers, and may prescribe forms for these reports. It may require the inspection and examination of the schools. It may prescribe rules for the care and preservation of the school property. It may also make a course of study, determining the number of grades, the text-books to be used, etc. But all minor rules for the management and discipline of the schools should be made by the teacher. All rules in regard to the movements of the classes, the enforcement of discipline, the minor penalties for the infraction of rules, as well as the precise methods of instruction should be within the discretion of the teacher. It is important for the attain-

ment of satisfactory results that the pupils should regard the teacher as a person having authority. The authority of the school board should not overshadow the authority of the teacher in respect to details. The respect and confidence due from the pupils to the teacher should not be destroyed by weakening the authority of the teacher.

3. *The County Superintendent the Executive Officer of the County Board*—It is the county board that can give the county superintendent power by which his work may be made effective. The board should clothe the superintendent with full power and authority to supervise the teachers in their work and to carry out the orders of the board, enforce their rules and regulations, and see that the course of study is properly followed.

The county board of education may in its organized capacity do a very important work for the schools. There are many reforms which one trustee might not be able to accomplish if he stood alone, but which could be easily secured if all the trustees of a county would work in harmony. But the county board must act through some authorized agent, and the law seems to contemplate that the county superintendent shall be this agent.

The trustees are required by law to do many things in their individual capacity. As individual trustees they must secure sites, provide school houses, employ and contract with teachers, make reports, keep records, levy taxes, etc.; but in respect to the supervision of the schools, the enforcement of the course, of the rules and regulations, etc., adopted by the board, the trustee should act through the county superintendent.

The county superintendent is by law required to supervise the schools of the county, except in certain cases. The county board should authorize the county superintendent to carry out its rules and regulations. It should also order that each teacher should endeavor to carry out the suggestions of the county superintendent and make such reports as he may require from time to time. This much is absolutely essential to success.

4. *Cities and Towns Make their Own Rules.*—City and town schools being graded must necessarily have different courses of study from schools in townships. The construction of the course of study and the rules and regulations of city and town schools should be left to their respective school boards.

5. *Refractory Pupils may be Excluded from School.*—Just how far school authorities may go in enforcing rules and regulations is a matter not yet determined by judicial decision. Directors have the power to exclude refractory pupils from school for the current term, and the school trustees of cities and towns have undoubtedly the same right. A refractory pupil is one who persistently refuses to obey the reasonable rules and regulations of the school, whether made by the teacher or by the county board. The teacher may temporarily exclude from school a disorderly and noisy pupil. In such case the matter should be reported to the director as soon as possible.

6. *Pupils may be Excluded for Irregularity of Attendance.*—I quote an opinion of Hon. B. C. Hobbs, a former State Superintendent:

"Question—Is the following rule warranted by law?

Any pupil who shall be absent from school to the amount of three school days in any one term, not certified to the teacher by the parent or guardian either in person or by note, as necessary or inevitable, shall be required to obtain a written permit from the president of the board before admission again to school; and three cases of tardiness shall be considered as one day's absence.

Answer—The rule seems to me to have but two objects: 1st. To prevent truancy. 2d. To protect from the charge of truancy pupils innocently absent from school. Both objects are proper, and the only questions presented are: 1st. Is it lawful to exclude pupils from school for habitual truancy? 2d. Is proof of habitual absence without the certificate required by the rule, competent evidence to sustain the charge of truancy?

The law provides (section 31) that refractory pupils may be excluded from school. Truancy is a very great evil, tending in various ways to disturb the order and interrupt the progress of the whole school. A very high authority has declared it the greatest hindrance to the improvement of our schools, and the laws of some states have made it in some sense penal.

Considering the magnitude of the evil, then, it seems scarcely to admit of question that pupils habitually, incorrigibly truant, may be excluded from school for the current term as refractory.

Does the rule provide competent evidence? In the nature of things, teachers can not know why pupils are absent from school. They can only note and record the fact of absence. The cause is peculiarly within the knowledge of parent and pupil. School officers are thus reduced to the necessity of requiring evidence such as demanded by this rule, seeking other evidence, or suffering all the evils and inconveniences resulting from unchecked truancy. The second appears impracticable, and the third can not be endured if we intend to maintain an efficient system of schools. We have, then, no alternative left but the principle of the rule.

The rule imposes no hardship upon either parent or pupil. The labor required of the former is too slight to deserve mention, and only asking the certificate is required of the latter.

Parents are as deeply interested as teachers in the success and efficiency of the schools, and should gladly co-operate in every effort to prevent truancy, and especially is it their interest to protect their own children in the enjoyment of all the rights and privileges of the public schools.

These considerations induce me to hold that the principle of the rule is legal. Perhaps the form here submitted is not the best that could be devised; possibly the time allowed—absence to the amount of three days—is too short. However these matters of detail may be determined, I can not but think the principle involved is correct in law.

Could I see any hardship to result from the rule, or anything but harm to the schools to result from its abolishment, I might hold otherwise, but viewing the matter as I do, I can not."

The following extracts from an opinion of the Supreme Court of Vermont upon the right of a school board to enforce by expulsion a rule requiring "that when scholars have been enrolled upon the registers of the several schools, to attend such schools for a given term, they should be constant and regular in their attendance."

Ferriter et al. v. Tyler et al., 48 Vermont, 445.

SYLLABUS.—“The prudential committee of a school district may exclude children from further attendance upon a term of school, for absence contrary to the rules thereof.” * * *

OPINION.— * * * “for more than ten years the committee have required as a rule for the regulation of said schools and the improvement of the scholars in learning, that those registered as scholars for a given term, should be constant and regular in their attendance, and not be absent except by permission of the teachers or the committee on reasonable cause shown; and for the enforcement of the rule, and to secure such regular attendance, the committee have claimed the legal right and authority to suspend from school during the remainder of the current term, scholars who violate said rule, and have exercised such authority whenever they have judged it necessary for the good of said schools.” * * *

“We now proceed to remark, that it stands out so plain as not to be matter for debate, even if it be not expressly conceded, that schools, in order to realize the intent of the constitution in their behalf, must be subjected to system and order under established rules. Hence the law charges the committee with the duty of ‘adopting all requisite measures for the inspection, examination and regulation of the schools, and the improvement of the scholars in learning.’

“Let it be granted that parents and others may upon their own respective reasons, control the attendance of the scholars, as against the official right of the committee in that behalf, and practically, the ground of system and order and improvement has no existence. For the parents and guardians of the scholars may, each on his own motion, and on his own notions, withhold their respective scholars from the schools. In this respect, so far as its effect on the schools is concerned, it makes no difference whether the occasion and motive involve conscience, will, whim or the pocket. Now, when this matter of conscience, as against the requirements of the law, is brought to the test, the practical result of what is claimed by the orators in this case is shown to be so impracticable, not otherwise to characterize it, as to preclude further discussion. * * *

“It remains now to be considered whether the bill can be maintained on the other ground, namely, the prerogative of parents to control their children as scholars, as against the prerogative of the committee to make and enforce the rule in question. This does not involve any right or question of conscience under the constitution, but only the matter of *legal* right under the statutes as to public schools. In this case it is not a question of discipline or punishment of a scholar, as it was in *Lander v. Seaver*, 32 Vt. 144, or as it was involved in the case of *Morrow v. Wood* (Iowa), Law Register, Nov. 1874, p. 692. By our statutes the committee are charged with the duty of ‘adopting all requisite measures,’ etc., as before recited. The graded school in Brattleboro is organized and acts in pursuance of the statutes in that behalf. The committee are chosen and charged with their duties under the same statutes. They adopted rules for the regulation of the schools, and for the improvement of the scholars in learning. The rules in question is for the purpose of inducing and enforcing constancy in attendance. That such constancy is essential to such improvement, is not debatable. That such attendance is requisite as matter of regulation, in order to the necessary classification of the scholars in reference to age, capacity, studies,

and proficiency, is not debatable. Those who attend constantly can not be required to linger in order that the inconstant may keep along with them; nor can such inconstant scholars keep equal pace with those who attend constantly. The rule, then, is such as is contemplated by the statute, so far as the *purpose* of it is concerned. That purpose is indispensable to the attainment of the object and end proposed by the statutes, both as to the individual scholar, and as to all others who may be affected by his attendance and absence. The answer states, as before recited, that the rule had been in operation for more than ten years. The children of the orators were subjected to its operation in the present instance. Was that unlawful?

If he had the right to so control the attendance of their children as against that rule, then the committee had not the right to arrest or maintain and enforce such rule. We are not prepared to sanction a view of the subject that would subordinate the authority of the committee in the matter of the attendance of registered scholars, to the will of parents. On the other hand, we do not hesitate to hold and declare as matter of law, that in this respect the citizen is in subordination to the lawful rules for the regulation of schools and the improvement of scholars in learning; and this is for the same fundamental reason that he is in subordination to the statutes themselves, on that or any other subject; and it is no more his right to defy or disregard those rules, than it is to defy and disregard any statute that affects him as a citizen in respect to schools, or any other subject involving the common weal, as it is to be provided for under the constitution by the legislation of the state"

7. *Other Authorities on Power to Expel in certain cases.*—(a) "In *Guernsey v. Pitkin*, 32 Vt. 224, by the concurrence of committee and teacher, the plaintiff was virtually excluded from the school, because he would not comply with the requirement upon all scholars in grammar to write compositions. In that case there was no prescribed penalty constituting a part of the rule of requirement, but the penalty was extemporized to meet the exigency. The prerogative of the committee and teacher, both as to requirement and penalty, was maintained."

(b) "In *Sherman v. Charleston*, 8 Cush. 160, the plaintiff was expelled from school on account of licentious and immoral character, though not manifested by any acts within the school. The action was founded on a statute of Massachusetts entitling a party to recover damages for being unlawfully excluded from public school instruction. In that case there was no prescribed rule on the subject, either of requirement or penalty. Ch. J. Shaw, in the course of an opinion * * * says: 'It seems to be admitted, if not it could hardly be questioned, that for misconduct in school, for disobedience to its reasonable regulations, a pupil may be excluded. Why so? There is no express provision in the law (as it then was) authorizing such exclusion; it results from necessary implication from the provisions of law requiring good discipline. It proves that *the* right to attend is not absolute, but one to be enjoyed by all on reasonable conditions.' Again: 'But the court are of opinion * * * that a power is vested in the general school committee, or the master with their approbation and direction, to exclude a pupil * * * for good and sufficient cause.'"

(c) "*Stephenson v. Hall*, 14 Barb. 222, was an action against the defendants for expelling, as trustees, the daughter of the plaintiff from a public school. She had been excluded by the teacher for alleged misconduct, with the concurrence of the defendants. * * Allen, J., in the course of the opinion says: 'It is undoubtedly true that trustees have the power, and it is their duty, to dismiss or exclude a pupil from their school, when in their judgment it is necessary for the good order and proper government of the school so to do.'"

(d) *Hodgkins v. Inhabitants of Rockport*, 105 Mass. 475:—

SYLLABUS.—"The school committee has authority, not subject to revision if exercised in good faith, to exclude a pupil from a public school for misconduct which injures its discipline and management."

* * *

OPINION.—"Plaintiff, a minor, excluded for alleged misconduct. Brings action under statutes, by next friend, for damages. Misconduct found in lower court to have been 'not mutinous or gross, *

* * but of such acts of neglect, carelessness of posture in his seat and in recitation, tricks of playfulness, and inattention to study and the regulations of said school in minor matters, as have been hereinbefore stated."

"In the case at bar, the committee, acting in good faith, excluded the plaintiff from school 'on account of his general persistence in disobeying the rules of the school.' He was guilty of acts of misconduct, which, if persisted in, it is clear, might seriously interfere with the discipline and impair the usefulness of the school. Whether they had such an effect upon the welfare of the school as to require his expulsion was a question within the discretion of the committee, and upon which their action is conclusive. * * *

"The result is, that the plaintiff is not entitled to maintain this action."

8. *Can a Course of Study be Enforced?*—School authorities have the undoubted right to prescribe a course of study, to grade the pupils in classes, and to require the pupils to study any or all of the branches specifically prescribed by law. This right has been so generally conceded that no contest has ever, to my knowledge, been made over it.

The Supreme Court of Ohio, however, in construing the Akron school law, held:

1. "Boards of education are authorized by law to adopt and enforce necessary rules and regulations for the government of the schools under their management and control.

2. "Where instruction in rhetoric" (rhetorical or elocutionary exercises?) "was given in any grade or department of such schools, and one of the rules adopted by the board for the government of pupils therein, provided that if any pupil should fail to be prepared with a rhetorical exercise at the time appointed therefor, he or she should, unless excused on account of sickness or other reasonable cause, be immediately suspended from such department. Held that such rule was reasonable.

3. "Where the teacher of such department, with the consent of the board of education, for such failure to comply with the rule, or to

offer any excuse therefor, suspended a pupil, until he should comply with the rule, or offer a reasonable excuse for the non-compliance, neither the board of education nor the teacher is liable in damages therefor."

The power conferred upon school officers by the Ohio school law in regard to rules, regulations and course of study, is quite similar to that conferred upon school officers by the school law of Indiana. Hence I conclude that the opinion of the Ohio court may be taken as a guide by the school officers of Indiana.

9. *Can Pupils be Required to Study Branches Additional to those Prescribed by Law?*—The law authorizes school officers to introduce into the schools branches in addition to those prescribed by law, whenever they deem it expedient to do so. But whether they can invariably compel pupils to study these additional branches when introduced, is a question which has not been determined by our courts. It is still a doubtful question whether school officers can introduce into the common schools the study of algebra, for example, and require pupils to procure books, and receive instruction in that branch. There can be no doubt, however, that the school trustees in townships have the right to establish township graded schools, or, as they are sometimes called, township high schools. School trustees of cities and towns also may grade their schools, and may establish so-called high schools. The trustees may arrange a course of study for these higher departments, in townships, towns and cities. They may include in the course the study of algebra, and other higher branches, which are additional to those specifically prescribed by law. It is quite clear that pupils, who will not study the additional branches as they are arranged in the course of study for the higher departments, may be excluded from such departments. If such pupils demand to be instructed in the branches named in the law, they may be assigned to the district schools in townships, or to those departments in towns and cities in which so-called legal branches are taught. The idea of a school involves the idea of gradation and course of study, and I do not think our courts would sustain a person in demanding that he be admitted to a so-called high school, and that he be permitted to select one branch of study in the course, while refusing to be instructed in another. As previously shown the courts have held that school officers may arrange a course of study and compel pupils to take all the branches therein prescribed that are in accordance with the specific terms of the law. It is certainly reasonable that school officers should have that power. If school authorities are permitted by law to exercise this power in regard to the lower grades of schools, I see no reason why they are not permitted to exercise it in regard to the higher grades, if such higher grades are authorized by the law itself. It may be observed that the law names specifically certain branches of study which must be taught in the schools, and that the trustees are permitted to introduce additional branches. Now when additional branches are introduced and prescribed by school officers, do they not become legal branches, and are not all the rules which are applicable to the so-called legal branches, applicable also to these additional branches? I think it would be so held.

EDITORIAL.

Any one who will send us a July number of the Journal (1880) will have the time of his subscription extended one month, and will also much oblige the editor.

The readers of the Journal will be glad to know that arrangements have been made with Prof. Joseph Carhart, of the State Normal School, for a series of articles on Reading. His ability to go to the bottom of the subject may be inferred from the character of the "answers" given in Reading in the October number of the Journal. These were prepared by Prof. Carhart at the suggestion of the member of the State Board having that subject in charge.

While the answers to the State Board Questions have been well received and highly appreciated by many of our readers, it has been thought that the space in the Journal occupied by many of the answers could be filled with what will be more helpful. The answers to many of the questions are easy, and if a teacher can not answer at once he can find all the help he needs by reference to any text-book on the subject. After December it is proposed to omit such answers. The State Board have fully canvassed the matter, and have determined upon a "new departure" in answering questions, that they believe will be more helpful to teachers, and which we feel sure teachers will heartily approve. The plan will be set forth next month.

THE COMMENTARIES ON THE SCHOOL LAW in this month's Journal are of special interest to both teachers and trustees. The care and use of school houses—especially their use for other than public school purposes; the county boards—their organization and various and varied duties; rules and regulations—their scope, their enforcement, their legality; where the teacher's authority ends and the trustee's begins; the enforcement of a prescribed course of study, etc., etc., are all subjects of vital interest, and will doubtless be read with avidity. We doubt not that many of our readers will regard this chapter alone worth more than the price of the Journal for one year. Superintendent Smart spares no time or labor to make these opinions and commentaries full, clear, and reliable. While every chapter contains matter of interest to both trustees and teachers, this installment covers ground not often treated and concerning which there has been a variety of opinions, and will therefore be specially acceptable, and will help to settle many heretofore troublesome questions.

THE INDIANA STATE TEACHERS' ASSOCIATION will meet at Masonic Hall, Indianapolis, on Tuesday evening, December 28th, and continue in session during the 29th and 30th. The programme is nearly completed, and will embrace a variety of topics of interest to the educational people of the state. Among other subjects the following are prominent: "Industrial Education;" "Educational Exhibits at International Expositions;" "Better Professional Training;" "Anticipative Work in Teaching;" "Methods in School Work;" "Reading;" "Comparison of American System of Public Schools with that of a Monarchy," etc., etc.

Evening lectures have been provided for, and a banquet will be given the teachers. Half-fare rates on all the railroads will be secured, and reduced rates at hotels will be given. A large attendance of teachers is confidently expected. We will publish the programme in full next month.

COUNTY SUPERINTENDENCY.

The editor of the *School Journal* says that in some parts of the state the candidates for the legislature are pledged against the county superintendency, and argues that the office is all right, but some of the superintendents are poor affairs, and that legislators should not condemn the office because of the insufficient men that fill them.

The above is the first sentence of an article in the educational department of The Island Park Assembly Journal. The educational department is conducted by S. D. Crane, Supt. of La Grange county. The Journal insists that Supt. Crane has placed a wrong construction upon what it has said upon this subject. It has said that in certain localities there is opposition to the office, and it has urged that faultfinders should be made to discriminate between the office and the administration of it, but at no time and in no way has it intimated that the opposition was in the main due to the inefficiency of the superintendents. While in some counties there is room for just criticism, the Journal is well aware of the fact that much of the opposition comes from counties which have very efficient superintendents. In many instances the efficiency—the inauguration of new methods—is what causes the trouble. In many other instances the opposition is founded on false information or in ignorance. Any one who has had experience in working with members of the legislature will say that most of the complaints against the office consist in specific charges against superintendents and their methods of administering the office. Now, in all such instances, when one is not able to explain away or account for the fault complained of, the best possible thing to do is to urge that a distinction be made between the office itself and the administration of it.

If a man has made up his mind that a superintendent is immoral, or incompetent, or charges for more time than he works, or has sold himself out to some book house or furniture house, or is partial, etc., etc., it is usually much easier to show him that none of these things have anything to do with the merits of the office, but are simply defects in the administration of it, than it is

to change his opinion. No one would think of abolishing the office of sheriff because an incompetent or dishonest man happened to be elected to it.

The election has taken place and the members of the legislature are now known, and the Journal renews its statement that county superintendency is in danger, and it behooves every friend of the system to use his influence with these members to set them right *before* they come to Indianapolis. See them personally, and have influential friends see them. Loan them the October Journal and ask them to read the article on Superintendency. The surest way to avoid a misfortune is to provide for it in advance.

ITEMS CONCERNING WHITTIER.

For the benefit of those who are interested in the celebration of Whittier's birth-day, December 17, we give the following items in addition to what was given last month:

A correspondent of the *Utica Herald* says Whittier's name is a corruption of Whitechurch, the name of an old parish town near London, which also gave the name to Whittier's family. The final "ch" was dropped on account of the Puritan prejudices of the family. Since then the name has been spelled in thirty-two different ways, among them Whiteyear, Whiteyur, Whitchur, Whicher, Whitcher, Whittier.

The *Atlantic* dinner itself was a literary event of note, because of the great company of authors from all parts of the country who took part in it. One of the most noteworthy incidents of the "letter" part of it was the letter received from A. B. Magruder, a Virginian and ex-Confederate, who was sorry he could not share "in the graceful tribute to the radiant genius and mellowed fame" of the poet Whittier—and so the anti-slavery poet has finally obtained the admiration and the love of southern men like Magruder.

In a poem entitled "My Namesake," Whittier himself, by words in the mouth of the boy, gives a good analysis of his own character, suggests the scope of his poetry and the probable verdict of posterity in regard to it.

And in 1848 Lowell wrote in that brilliantly witty poem, "A Fable for Critics":—

There is Whittier, whose swelling and vehement heart
Strains the strait-breasted drab of the Quaker apart
And reveals the live man, still supreme and erect,
Underneath the bemummying wrappings of sect;
There was ne'er a man born who had more of the swing
Of the true lyric bard and all that kind of thing;
And his failures arise (though perhaps he don't know it)
From the very same cause that has made him a poet,—
A fervor of mind which knows no separation
'Twixt simple excitement and pure inspiration.

A correspondent says, "a recent visit to his home, in Amesbury, found him

bright and hopeful, full of interest in the great questions of education and freedom, and "looking toward sunset" with a most assuring confidence in the "Inward Witness" for all truth. His home was the symbol of order, quietness and peace."

D. N.

Ninth month, 1880.

LEISURE TIME.

Not many of us have a great deal of leisure time, and yet all of us have some. Our general intelligence and our mental growth will depend upon, not how much leisure time we have, but how we employ one or two hours of it each day. Almost every one can command at least one hour in the twenty-four, outside of routine work, such as preparation of lessons, etc., and the problem is how to spend it. One hour a day sacredly set aside for *growth*—honest work and study in some chosen direction, will yield results that will surprise those who have not tried the experiment. *One hour a day* wisely used will serve to store the mind with a vast deal of general information, and in time will master many branches of study. Many of the best scholars in the country are persons who have gained most of their information outside of school or college. They have used well their leisure time. A person who has power of application, and improves every opportunity for study will surely become well informed, and the person who does not possess the power of application and does not thus apply himself will be an ignorant person in a few years, though he should have a college education to start with. He who does not advance, educationally, goes backward. The teacher above all others can not afford to "fossilize." He must do something more than merely prepare to hear his daily lessons.

"Yet still he's on the road, you say,
Of learning." Why, perhaps he may;
But turns like horses in a mill,
Nor getting on, nor standing still!
For little way his learning reaches
Who reads no more than what he teaches."

Please read Mrs. McRae's article in this Journal.

EDUCATIONAL EXHIBIT AT THE STATE FAIR.

The educational exhibit was not so extensive as desirable, but what was shown was very creditable. We note the following, and if any places are omitted it must be attributed to the fact that a part of the notes "taken on the spot" have been lost.

PURDUE UNIVERSITY.—Every department of the institution was represented by a portion of its work, and we but speak the common sentiment in saying that the work was well done. Of course, in any educational exhibit, only

surface work can be displayed; but a person acquainted with school work could readily see in the exhibit from Purdue indications of a substratum of earnest, thoughtful, practical labor. In the special line of Industrial Art there were three displays. (1) Prof. Ingersoll's showing from the experimental field of some 50 odd varieties of Irish potatoes, about 30 of wheat, and many varieties of corn, tomatoes, beans, grasses, etc.; (2) Prof. Thompson's exhibit of his pupils' most excellent handiwork in drawing from copy, from model, from nature, from casts, and in original designs, both plain and colored with India ink and water colors; (3) Prof. Goss's display of work in iron-filing, iron-chipping, gearing and fitting, tempering, and various other kinds of forge work. The University Academy had, with other things, some very fine map-work in Physical Geography and some topical outlines from drawings for preparation and review of lessons in U. S. History, all students' work. The Department of Mathematics—Prof. Herron—had some work in surveying, in the solutions of various difficult problems. The drawings and solutions were both unique and suggestive. The Department of Natural History—Prof. Barnes—had on exhibition the famous Schenck Collection of European Coleoptera. On the whole, the display was something about which the University may well have a feeling of pride.

In connection with this matter, we may note that reports indicate a very healthy growth at Purdue this fall, there being now 100 students in the college and special schools and 99 in the academy—indicating, we should judge, an attendance of 230 or 240 during the year.

|| INDIANAPOLIS.—The only display made was by Jesse H. Brown, Supt. of Drawing in the city schools. The showing was highly creditable to him and to the pupils. Many of the original designs were very fine.

SHELBYVILLE showed drawing which was creditable, and *writing* which was excellent—the best exhibited.

WASHINGTON exhibited several bound volumes of examination papers which showed the kind of work done in the different grades. It reflected credit.

LAWRENCEBURG was very creditably represented in the department of *drawing*, the only thing shown.

CRYSTALIZED GEMS OF THOUGHT, to be stored away in the minds of children as a perpetual inspiration to higher and nobler living. Let teachers have their pupils commit one or more each week:

"The heights of great men reached and kept,
Were not attained by sudden flight;
But they, whilst their companions slept,
Were toiling upward in the night."

[Anon.]

"He prayeth well who loveth well,
Both man, and bird and beast;
He prayeth best who loveth best;

All things both great and small,
For the dear God who loveth us,
He made and loveth all."

[Coleridge in *Ancient Mariner*.

If wisdom's ways you'd wisely seek,
Fine things observe with care ;
Of whom you speak, to whom you speak,
And *how*, and *when*, and *where*.

[Anon.

Profaneness is a low, groveling vice. He who indulges it is no gentleman. I care not what his stamp may be in society—I care not what clothes he wears or what culture he boasts—despite all his refinement, the light and habitual taking of God's name in vain betrays a coarse nature and a brutal will.—*E. H. Chapin*.

A cheerful temper, joined with innocence, will make beauty attractive, knowledge delightful, and wit good-natured. It will lighten sickness, poverty and affliction, convert ignorance into an amiable simplicity, and render deformity itself agreeable.—*Joseph Addison*.

TOWNSHIP INSTITUTES.

The law wisely provides for holding township institutes. Such meetings were held in many counties before the law required them, but when they were voluntary the most enterprising teachers—those who needed them least—were the ones who attended, and the young teachers who did not know their value, the fossilized teachers who never advance, and the self-important teachers who can't learn any more—the very persons who could be most benefited by such meetings, were the ones who did not attend. Hence the law. That good is accomplished by these institutes when they are fairly conducted, no one denies. In the few places where they are not helpful the teachers composing them are to blame. The teachers of a township who can spend a day together and not be benefited ought to be ashamed of themselves.

In many counties the superintendents, after consultation with their teachers, have made out programmes for the institutes for each month in the school year. This is certainly an excellent plan—it provides against extemporaneous preparation and random work. In arranging a programme it is always wise to leave some time for *miscellaneous* subjects. One subject out of the direct line of school work can usually be carried on with profit to all. Every teacher should prepare every exercise and be ready to do his full share of work.

As a variety, it is an excellent plan to have one teacher teach his regular school (on a special programme) in the forenoon, with all the other teachers present taking notes, and then spend the afternoon in criticising the work of the forenoon. In this way the discussions are about definite things or methods, and an interest and directness are given that can be secured in no other way. The writer has tested this method thoroughly, and knows whereof he speaks.

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR SEPTEMBER, 1880.

WRITING.—1. At what age or in what grade should children begin to learn to write? Why? 2 pts., 5 each.

2. Give a general classification of the small letters. 10

3. Explain the form and proportions of the capital O. 10

4. Analyze the figure 4. 10

5. What is a compound curve or wave line, and mention several letters containing it, 2 pts., 5 each.

Write this couplet as a specimen of your writing:—

“A form more fair, a face more sweet,
Ne'er hath it been my lot to meet.”

1 to 50

SPELLING.—1. What six different letters or combinations of letters are used to represent the sound of long o? 10

2. Indicate by use of diacritical marks the sounds of the letters in the following words:— 10

3. Mention three different methods that may be used for correcting the misspelled words when the spelling lesson is written. 10

4. Spell 20 words pronounced by the examiner. 70

READING.—1. Describe the word method of teaching primary reading. 10

2. What is the purpose the teacher should have in teaching primary reading, as distinguished from his purpose in teaching advanced reading? 10

3. Write a series of questions that might be placed on the black-board to aid the pupil in making a thought-analysis of the following paragraphs:—

(1) “Fanny and Harry and little May all went with their papa to see the balloon. At first they felt afraid of it; but after they had seen several persons get into the pretty basket-car and ride high up above the houses, and had seen them drawn safely down again by the rope which held the balloon, they were no longer afraid, but wished to have a ride too.

(2) The father helped them into the basket; first Fanny, who was nine years old; then Harry, who was six; and last, little May, who was not quite sure that she was not afraid.” 10

4. Give reasons for the use of the different marks of punctuation in the last paragraph. 10

5. What should be the inflection of the voice in each of these marks in the last paragraph? 10

6. The applicant should read orally a selection made by the examiner, upon which he may receive from 1 to 50 per cent.

ARITHMETIC.—1. What is the shortest length of rope which can be cut exactly into pieces either 15, 18, 20, or 21 feet long? Proc. 5; ans. 5.

2. $(\$4.37\frac{1}{2} - \$1.47\frac{2}{3}) \times (\frac{3}{8} + .63) = \text{what?}$ 10 or 0

3. Divide $\frac{7}{8}$ by $\frac{4}{5}$, by analysis. Anal. 5; ans. 5.

4. Reduce .45 pk. to the decimal of $1\frac{1}{4}$ bushels. Proc. 5; ans. 5.

5. One meter is 39.37 inches in length. What is the length in feet of 5 myriameters? Proc. 5; ans. 5.

6. If 16 men build 18 rods of fence in 12 days, in how many days can 96 men build 72 rods? By analysis. Anal. 5; ans. 5.

7. What principal put at interest at 4 per cent. per annum will amount to \$182.20 in 5 yrs. 4 mos. 12 da.? Proc. 5; ans. 5.

8. A capitalist invests \$20500 in U. S. 10-40's, which pay 5 per cent. int. in gold, at $2\frac{1}{2}$ per cent. premium. If gold is worth 135, what per cent. in currency does he receive upon his investment? Proc. 5; ans. 5.

9. The slant height of a pyramid is 11 inches and the base is 4 inches square. How many square inches in the entire surface? Proc. 5; ans. 5.

10. A man bought a rectangular farm 140 rd. long and 40 rd. wide, at \$40 an acre. What did it cost?

PROCESS.

$$140 \text{ rd.} \times 40 \text{ rd.} = 5600 \text{ sq. rd.} \div 160 = 35a \times 40 = \$1500.$$

State 4 points in which the above process is incorrect. Write the work correctly. 5 pts., 2 each.

GRAMMAR.—1. Correct: There were many drew back from there promises. 10

2. Punctuate: the italians say good company in a journey makes the way seem shorter 10

3. What would I give if I could see you happy. Parse *you* and *happy*. 2 pts., 5 each.

4. Analyze the above sentence. 10

5. Conjugate the verb *lose*, in the present, potential, passive. 10

6. Decline *she*. 10

7. Write a sentence containing a verb which has a sentence for its object. 10

8. Up, comrades, up—

In Rokeby's Halls

Ne'er be it said our courage falls.

Parse *up* and *said*.

2 pts., 5 each.

9. I do not know where he is. Parse *know* and *where*.

10. Correct: The molasses are excellent. Each strove to recover their position. 2 pts., 5 each.

GEOGRAPHY.—1. Why, when it is summer in the northern hemisphere, is it winter in the southern? 10

2. When it is noon at New York it is 6 o'clock A. M. at another place; is this place east or west of New York? Why? 2 pts., 5 each.

3. Why is S. America so rank in vegetation, and Africa so largely covered by deserts? 10

4. Into what departments is the government of the United States divided? In whom are the various functions vested? 2 pts., 5 each.
5. What is the general character of the surface of the far western States and Territories? For what are these districts valuable? 2 pts., 5 each.
6. Which is the largest New England State? Which the smallest? Which the most important? 3 pts., 4 off for each error.
7. Name three important manufacturing cities in the United States and two in England. 5 pts., 2 each.
8. What is the most densely populated country of Europe? 10
9. What country owns the middle peninsula of southern Asia? For what is Lucknow celebrated? 2 pts., 5 each.
10. Name the capitals and chief commercial cities of England, United States, Scotland, Portugal, and Cuba. 10 pts., 1 each.

- HISTORY.**—1. What is the relation of physical geography to history? 10
2. What was President Van Buren's policy respecting the relation between the United States government and the banks? 10
 3. Give an estimate of the political character of John Tyler. 10
 4. (a) In what year was Florida admitted to the Union? (b) How many States then in the Union? 2 pts., 5 each.
 5. What led to the Mexican war, 1846-'48? 10
 6. What was the chief event of Fillmore's administration? 10
 7. Tell the story of John Brown at Harper's Ferry, 1859. 10
 8. (a) What State first seceded from the Union? (b) In what year? a, 6; b, 4.
 9. (a) Who was President of the Southern Confederacy? (b) What was his previous public career? a, 2; b, 8.
 10. What faculties in your pupils do you seek to cultivate by the study of history? 10

NOTE.—Descriptions and narratives not to exceed six lines each.

- PHYSIOLOGY.**—1. What two advantages result from the peculiar constitution of the bones in early life? 2 pts., 5 each.
2. Name three beneficial effects of exercise. 3 pts., 4 off for each one.
 3. What persons require the most sleep, those who labor with the hands or those who labor with the brain? Why? 2 pts., 5 each.
 4. Boerhaave said, "We should put off our winter clothing on midsummer's day, and put it on again the day after." What did he mean by this? 10
 5. What is meant by the term "food"? From what source do we, directly or indirectly, derive all our articles of food? 2 pts., 5 each.
 6. What is insalivation? What three important ends does it effect? 4 pts., 3 off for each one.
 7. How many circulations are there in the human system? What is the office of each? 4 pts., 3 off for each one.
 8. How can you breathe the impure air of the sick room with comparative safety? 10
 9. Would you advise the presence of flowers and plants in the school-room? Why? 2 pts., 5 each.
 10. What are the uses of pain? 10

THEORY AND PRACTICE.—Write a page or more on the recitation, stating its objects, the different methods of testing, the advantages of each, the characteristics of a good question, the errors to be avoided, etc.

NOTE.—The paper written by the applicant should be marked on a scale of 1 to 100. The number, value and correctness of the statements made should be considered.

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ANSWERS TO STATE BOARD QUESTIONS PUBLISHED IN OCTOBER—BY THE MEMBERS OF STATE BOARD.

GEOGRAPHY.—1. $23\frac{1}{2}$ degrees. The changes of the seasons.

2. Latitude is distance north or south of the Equator. Longitude is distance east or west from a given meridian, which varies in different countries. That point on the Equator which the meridian of Washington touches, east of Quito.

3. A *globe* is a sphere which represents the earth and its various divisions in their true relations, while a map represents them on a plain surface. Degrees of longitude.

4. On the western side of the western hemisphere water largely predominates, while on the western side of the eastern, land does. In both hemispheres the largest part of the land lies north of the equator.

5. The Mississippi. Into the Gulf of Mexico.

6. The central part. The generally level condition of the land, the depth and richness of the soil, and the numerous streams and sources of irrigation render this part peculiarly adapted for such purposes.

7. The Emerald Isle. The warm, moist climate caused by the Gulf Stream, the modifying effects of the ocean which surrounds it, and the frequent rains which fall upon it.

8. The Suez Canal. The Isthmus of Suez.

9. Indianapolis, Fort Wayne, Logansport, La Fayette, and Richmond.

10.

	Coal.	Iron.	Lead.	Silver.	Gold.
State or Territory.	Pennsylvania.	Pennsylvania.	Illinois.	Colorado.	California.
	Indiana.	Missouri.	Missouri.	Utah.	Arizona.

PHYSIOLOGY.—1. They are dovetailed together by sutures, which fasten them together without motion. It renders the skull a hollow sphere, very firm and unyielding, for the protection of the brain.

2. Voluntary muscles are those under the control of the will. Involuntary muscles are those not under such control. Of voluntary, the masseter, which raises the lower jaw; of involuntary, the heart.

3. In cold weather we require those articles of food which promote the generation of animal heat, such as the fats, etc. In summer those which are watery and cooling, such as fruits. In spring and autumn a varying mixture of both kinds.

4. Digestion is the process by which articles of food are mechanically changed in their form, and chemically changed by the action of various juices, and so fitted for absorption into the blood. Assimilation is the process by which the various organs of the body select from the bloods those elements necessary for their repair and growth.

5. By the circulation of the blood.

6. By tight lacing the lungs and other organs are compressed, lessening their capacity and restricting their actions; they are pressed out of their natural position and relation to other organs. By this pressure parts of their tissues are gradually destroyed by absorption, while by lessening the quantity of air respired the blood is not wholly aerated and the whole system suffers for want of nutrition.

7. To carry off by the large discharge of moisture, watery parts of the blood laden with effete particles of the tissues, which being carried into the system would produce blood-poisoning. By too frequent stimulus to the skin the powers of the body become too much weakened, the skin and adjoining tissues are made too soft and flabby and the small glands under the skin gradually lose their tone.

8. The crystalline, aqueous and vitreous. To dissolve the secretions of the small glands of the eyelids and clean out their ducts.

9. Exhaustion of the brain tissues; deprivation of the other organs of the body of their fair proportion of nervous energy, and an irritable condition of the system generally.

10. To prevent too rapid evaporation of the perspiration, resulting in chilling the surface, obstructing the perspiratory glands, and poisoning the blood.

THEORY AND PRACTICE.—1. I would use the written method in teaching spelling to pupils who can write readily, and I would require younger pupils to write the words as a part of the preparation of the spelling lesson. The training in spelling should make the pupil familiar with the written forms of words. But the written method should not be used exclusively, even with advanced pupils. The written and the oral methods should be combined throughout the course.

2. An important direction for ventilating a school-room by windows is to lower several windows, each a short distance, selecting those that will least expose the pupils to a current of cold air. Another direction is to lower most the windows nearest the stove or stoves. In cold weather the windows should be closed until the room is comfortably warm. The evil to be carefully avoided is the exposure of pupils to currents of cold air.

3. Composition should be taught before technical grammar. The ability to use language correctly is more important than a knowledge of its technics. Grammar should be taught through language, and not language through grammar. The first two years now given to the study of grammar in our schools, should be devoted to constant and systematic training in composition.

4. Pupils should be required to recite in good language to increase their ability to use the language correctly. Every recitation should be a language drill.

5. A natural punishment for tardiness is the detention of the tardy pupil after school, to make good lost time. As a rule this detention should not occur at recess, since all pupils need relief at least once each half-day.

HISTORY.—1. The early discoverers and explorers of this country supposed that America was the eastern portion of India, and hence they all agreed in calling the aborigines of America "Indians."

2. The first American voyage of Columbus was made from Palos, Spain, August 3, 1492. Land was discovered October 11th, of the same year. It was San Salvador, one of the Bahamas. Columbus also discovered, on the same voyage, the island of Hayti, where he left about thirty of his men, January, 1493.

3. St. Augustin, Fla., was founded in September, 1564, by Melendez and his Spanish associates.

4. The Pilgrims were English Congregationalists, who fled from religious persecutions at home and found refuge in Holland, in 1610. A part of the company, in 1620, sailed from Holland, by way of England, for America, intending to land at the mouth of the Hudson River; but they were driven by storm upon the Massachusetts coast. They must not be confounded with the Puritans, nor with the "Plymouth Company" of 1606-'7, under the leadership of George Popham.

5. The "United Colonies of New-England," 1643, embraced the colonies of Plymouth, Massachusetts, Connecticut, and New Haven.

6. William Penn, in establishing his colony of Pennsylvania, dedicated it to justice, truth and peace. At the outset he held conferences with the Indians, paid them for their lands, and entered into peaceful and friendly relations with them. He dealt in the same way with other previous settlers in the territory covered by his charter. Such methods were not common among the founders and leaders of the early colonies in America.

7. The first American Congress, 1765, grew out of the feelings awakened among the colonists by the Stamp Act of that year, and by other kindred measures. Massachusetts invited the colonies to send delegates to consider the situation. Nine out of the thirteen colonies responded. The body convened in New York, in October. They made a declaration of rights, petitioned the King for relief, and sent a memorial of their claims and desires to the British Parliament.

8. In 1775, the second Continental Congress, in Philadelphia, repeated some of the acts of their predecessors, ten years before.. They again addressed the King, denying any desire to be separate from England, and urging a redress of their grievances.

9. Jefferson, Madison, and Samuel Adams were prominent leaders of the Republicans or Democrats (then synonymous) in 1789.

10. The Battle of New Orleans, the last battle of the "War of 1812," was fought on the 8th of January, 1815, a fortnight after the treaty of peace between the contending nations had been signed at Ghent—fought, therefore, while the news of the peace was crossing the sea. Had there been telegraphic communication between Europe and America at that time, the Battle of New

Orleans would not have been fought. Without this battle, Jackson might not have been President, and without Jackson as President, who knows what changes would be necessary in the History of the United States.

GRAMMAR.—1. *That* any one should fail in answering a question *that* is as easy as this is surprising.

2. Put a period at the close of every complete statement. Put a period after every abbreviation.

3. Let each love others better than *himself*. *Himself* is a compound personal pronoun, third, singular, masculine, objective, governed by the verb *loves* understood.

4. *James* thought the *action* of the *committee* a great *mistake*.

5. (1) To you *who* understand this there is no difficulty. (2) You know the way in *which* it is done. (3) The teacher will punish the boy *whom* he detects cheating in examination. (4.) James, are you the boy *that* broke the window?

6. Intransitive and passive verbs.

7. (1) Nouns and pronouns. (2) Adjectives and adverbs.

8. If I be sought,
If thou be sought,
If he be sought,
If we be sought,
If you be sought,
If they be sought.

9. This candidate, *who* we stated was chosen mayor, was found to be ineligible. *Who* is a relative pronoun, third, singular, masculine, to agree with its antecedent *candidate*; nominative, subject of the verb *was chosen*, and connects the clause of which it is the subject to its antecedent.

10. *Mayor* is a common noun, third, singular, masculine, predicate nominative of the verb *was chosen*. *Ineligible* is a qualifying adjective not compared, used as the complement of the verb *to be*.

ARITHMETIC.—1. 15, 18, 20 21.

$$3 \times 5 \times 3 \times 2 \times 2 \times 7 = 1260 \text{ L. C. M.}$$

∴ The rope is 1260 feet long.

2. $(4.37\frac{1}{2} - 1.47\frac{3}{4}) \times (\frac{3}{8} + .63) = 2.89\frac{1}{8} \times (.375 + .63) = 2.89\frac{1}{8} \times 1.005 = 291,2825. \text{ Ans.}$

3. Since $\frac{7}{8} + 1 = \frac{15}{8}$,
: $\frac{7}{8} \div \frac{1}{6} = \frac{7}{8} \times 6 = 2\frac{1}{4}$;
: $\frac{7}{8} \div \frac{1}{8} = \frac{1}{8} \text{ of } 2\frac{1}{4} = 1\frac{1}{8}$.
∴ $\frac{7}{8} \div \frac{1}{8} = 1\frac{1}{8}$.

4. $1\frac{1}{4} \text{ bu.} = 5 \text{ pk.}$
(1) 1 pk. is $\frac{1}{5}$ of 5 pk.
(2) .45 pk is $\frac{1}{5} \times .45$ of 5 pk. $= \frac{9}{100} = .09$.
∴ .45 pk. is .09 of $1\frac{1}{4} \text{ bu.}$

5. 1 m. = 39.37 in.
 $50000 \text{ m.} = 39.37 \text{ in.} \times 50000 = 2468500 \text{ in.} = 205708\frac{1}{2} \text{ ft.}$

6. Since 16 m. can build 18 rd. in 12 da.,
 : 1 m. can build 18 rd. in 12 da. $\times 16 = 192$ da.;
 : 1 m. can build 1 rd. in $\frac{1}{18}$ of 192 da. $= 8\frac{2}{3}$ da.;
 : 1 m. can build 72 rd. in $8\frac{2}{3}$ da. $\times 72 = 768$ da.;
 : 96 m. can build 72 rd. in $\frac{1}{8}$ of 768 da. $= 8$ da.
7. $P \times R \times T = I$.
 $P \times R \times T + P = I + P = A$.
 $P(R \times T + 1) = A$.

$$P = \frac{A}{R \times T + 1}$$

$$P = \frac{\$182.20}{\frac{1}{18} \times \frac{1}{36} + 1} = \frac{\$182.20}{\frac{1}{25} \times \frac{1}{36} + 1} = \frac{\$182.20}{1\frac{1}{36}} = \frac{\$182.20}{9\frac{1}{11}} = \$150. \text{ Ans.}$$
8. $\$20500 + 1.02\frac{1}{2} = \20000 , the face of the bonds.
 $\$20000 @ 5 \text{ per cent.} = \1000 , gold.
 $\$1000$, gold, $@ 135 = \$1350$, paper currency.
 $\$1350 + \$20500 = .06\frac{1}{4}$.
 \therefore He received $6\frac{1}{4}$ per cent. on his investment.
9. $4 \text{ in.} \times 4 = 16 \text{ in.}$, the perimeter of base.
 $16 \text{ sq. in.} \times 11 = 88 \text{ sq. in.}$, surface of sides.

$$\frac{2}{4 \text{ sq. in.} \times 4 = 16 \text{ sq. in.}, \text{ area of base.}}$$
 $88 \text{ sq. in.} + 16 \text{ sq. in.} = 104 \text{ sq. in.}$, entire surface.
10. ERRORS—1st, rods can not be multiplied by rods.
 2d, " 140×40 " does not equal " $5600 + 160$."
 3d, "a" is not the proper abbreviation for acres.
 4th, " $35 \text{ acres} \times 40$ " does not equal " $\$1400$."
- CORRECT PROCESS—
 (1) $140 \text{ sq. rd.} \times 40 = 5600 \text{ sq. rd.}$
 (2) $1 \text{ sq. rd.} = 1\frac{1}{8} \text{ A.}$
 $5600 \text{ sq. rd.} = 1\frac{1}{8} \text{ A.} \times 5600 = 35 \text{ A.}$
 (3) $\$40 \times 35 = \$1400. \text{ Ans.}$

The Northern Indiana Normal School is in "full blast" this term. About 1200 students are in actual attendance—170 more than in any previous fall term. During last year the principal, H. B. Brown, erected new buildings which gave 131 additional rooms for students, and they are all filled. A new commercial room, a new fine art room, and three new recitation rooms were also added last year, and yet more room is demanded. Mr. Brown has just let a contract for the erection of still another building. Three teachers have been added to the faculty. The advance classes are all larger than usual, there being 30 in the classical department, 100 in the scientific, and 275 in the teachers'.

SPICELAND ACADEMY opened with a larger attendance than ever before—nearly 300 enrolled. A large proportion of the teachers in the district schools of the county were former students of the academy.

LOGANSPOUT.—Report for September enrollment, 1541; belonging, 1419; daily attendance, 1344; per cent. of attendance, 94.7; increase in attendance, 10; increase in daily attendance, 114.8; number of teachers, 31. J. K. Walts, Supt.

The *National Normal Reunion* is at hand, and represents the "Old Normal" at Lebanon, Ohio, in a flourishing condition. The school has entered upon its 26th year. Twenty teachers are employed, and last year it enrolled over 1500 students.

CLINTON COUNTY.—The manual shows the schools well looked after. It gives the course of study, answers to questions on the school law, list of teachers, information and suggestions, statistics, programme for township institutes, etc. W. H. Mushlitz is county superintendent.

The paper on "The Best System of Schools for a State," prepared by State Supt. Smart, is receiving very favorable notice from the educational press all over the country. *America*, a weekly journal of modern progress, published in New York, devotes two and a half columns of a recent issue to a favorable review of it.

MARTIN COUNTY.—F. M. Westhafer, the superintendent, said recently: "We have just succeeded in getting enough licensed teachers for our schools—the first year that there has not been a surplus. Shirks and shams complain, but our teachers are pleased." The better teachers always like a high standard of qualification.

HENDRICKS COUNTY.—The manual for 1880-'81 contains the address of county supt., J. A. C. Dobson, to trustees, teachers and patrons, giving rules and regulations and important information on many topics necessary to be understood. The course of study, explanation of grading in the district schools, and programme of township institutes are complete and worthy of study.

The Union Christian College, at Merom, Sullivan county, opened Sept. 8th, with a flattering increase of attendance. The Theological Department is a feature which commends itself to those contemplating the work of the ministry. President T. C. Smith will give his special attention to the Bible Class, which is the name given the new department of the college.

HANOVER COLLEGE.—Hanover is reported in good condition and prospering under the management of its new president, Dr. Fisher. The admission of ladies this year for the first time has not produced an earthquake yet in that part of the world. In selecting a representative to the State Oratorical Society trouble recently arose among the societies—pistols were displayed, and the up shot was that two or three of the "warriors" were dismissed from the institution.

A complete edition of Whittier's Poetical Works (Diamond Edition), neatly bound in cloth can be had for \$1. A fine large portrait of Whittier can also be had for \$1. If your local book dealers can not furnish these the editor of the Journal will have either or both of them sent to you, post-paid, on receipt of the above price.

Any one who will send *two dollars* to W. D. Henkle, Salem, Ohio, will receive by mail prepaid the volume of Proceedings of the National Educational Association meeting, held at Chautauqua, N. Y., July 13, 14, 15, 16, 1880. The volume is now going through the press. Those who remit before the printing of the names of members in the latter part of the volume will be enrolled as members for 1880.

RICHMOND.—The report of the Richmond schools for 1880-'81 is at hand. It is gotten up in first-class style, and comprises 111 pages. The following items are noted: Number of buildings, 9; population of city, 15,000; total enumeration, 4,532; in public schools, 2,219; teachers employed, 51; teachers in high school, 4; pupils in high school, 117; graduated in 1880, 12. John Cooper is still managing the schools with great acceptance to the people.

The ten largest cities in the United States according to the Census of 1880:

1. New York.....	1,207,215	6. Boston.....	363,565
2. Philadelphia.....	743,000	7. Baltimore.....	330,000
3. Brooklyn.....	554,696	8. Cincinnati.....	255,804
4. Chicago.....	503,501	9. San Francisco.....	233,066
5. St. Louis.....	375,000	10. New Orleans.....	215,239

A CRITICISM.—“At what rate of interest will \$100 double itself in 16 yr 8 mo.”?—August Journal.

In the September number I find this solution: Int. of \$1 for 16 yr. 8 mo. at 6 per cent. = $16\frac{2}{3}$ per cent. Should it not be “cents” instead of “per cent.”? And why did he find the interest on *one* dollar? He then says, “according to the rule, divide the given interest by the interest of the given principal for the given time at *one* per cent.”, and divides 100 by $16\frac{2}{3}$ and says it = 6 per cent. Now it seems to me that $100 \div 16\frac{2}{3} = 600$ (and not .06), for $600 \times 16\frac{2}{3} = 100$. Am I right?

L. S.

The person who gave the answer may respond next month. It is proper to say that the answers in Arithmetic for September were not prepared by a member of the State Board.

PLYMOUTH.—A recent brief visit to the Plymouth schools gave the writer the following points: The school building, surrounded by one of the most beautiful school yards in the state, is nearly new and is “as neat as pin” from top to bottom. But few family residences are more nicely kept. An excellent corps of teachers are doing superior work. Reading at sight from other than the regular text-books is practiced. For this purpose in the lower grades the Monthly Reader is used. At the close of each hour a short recess is given, at which the children pass out to the back yard, to the pump, where facilities are afforded for large numbers drinking at once, and into the house again, no

playing whatever being *permitted*. By this arrangement an often urged objection to public schools in cities (promiscuous associations) is removed. R. A. Chase, the superintendent, has everything moving like clock work.

A CRITICISM.

ED. IND. SCHOOL JOURNAL:—I notice a very serious mistake in the article on "Surveying," published in October number of the Journal. On page 505, under "Correction Lines," the writer leaves the impression that these lines are run in order to arrest the error caused by the convergence of the compass lines or *magnetic meridians* toward the *north magnetic pole*, and seems to think these magnetic meridians are the division lines of the ranges. This is not the case. Range lines are intended to be made up of sections of the *true meridians* of the earth, and are run entirely independent of the direction of the magnetic lines; and "correction lines" are surveyed mainly in order to prevent the convergence of the true meridians toward the north pole of the earth from materially affecting the size of the township, but without any regard whatever for the convergence of the magnetic meridians toward the magnetic pole.

NEW MARION, IND.

OMEGA.

PERSONAL.

H. H. Miller holds sway at Bremen.

L. B. Oursler remains at Somerville.

Frank. W. Rawles presides at Garrett.

B. S. McAlpine is principal at Bourbon.

E. W. Poindexter is principal at Shoals this year.

A. M. Ward is again principal of the Argos schools.

T. F. McGuyer remains as principal at Dover Hill.

H. H. Rogers is retained as principal at Loogootee.

Geo. Vinnedge remains at New Castle another year.

A. L. Lamport superintends the schools at Waterloo.

L. S. Mitchell is now principal of the Monon schools.

M. W. Harrison is principal of the Auburn high school.

R. A. Chase is still superintendent of the Plymouth schools.

H. G. Woody has entered upon his seventh year at New London.

W. P. Myers, recently of Ohio, is superintendent of the schools at Auburn.

Mrs. J. G. Holcomb still remains at the head of the Richmond high school.

Mrs. E. J. Clark, of Albion, Michigan, is principal of the Plymouth high school.

B. F. Johnson is doing his fourth year's work as principal of the Oxford schools.

Lee Ault is again principal of the Hagerstown schools, and has them well organized.

J. J. Eckman, formerly of Tippecanoe county, has charge of the schools at Goodland.

W. M. Sinclair, formerly of Parke county, has been elected superintendent at Kentland.

C. W. Bennett, formerly of this state, is still superintendent of the Piqua, Ohio, schools.

F. M. Spraker, of Kokomo, has been elected principal of one of the school buildings in Logansport.

J. Q. McKeehan has been elected superintendent of Jennings county *vice* John Carney, elected county auditor.

Jas. R. Hall reports the Cambridge City schools in good condition. Mr. H. has superintended them for several years.

M. S. Coulter has resigned the principalship of the Logansport high school and entered the practice of law. He is meeting with excellent success for a beginner.

L. R. Williams, superintendent of the Angola schools, has been elected county clerk. Thus on every hand more lucrative positions are taking away our best teachers.

C. F. Fyke, superintendent of the Butler schools, employs a part of his leisure time in musical pursuits. He has written and published several pieces—both music and poetry.

It is reported that Dr. Jos. F. Tuttle, President of Wabash College, who has been making a European tour, and intended visiting the Holy Land, is lying seriously ill at Trieste, Austria.

Prof. S. S. Hamill, the elocutionist, is making a western tour. He stopped at Denver, Col., to rest, and was soon teaching twelve hours per day. He will "do" California before his return.

E. C. McGinley, principal of the Denver schools, recently raised in a single day by private solicitation, \$100, with which to buy reference books for the schools. Denver is a small village. A hint, etc.

Dr. W. T. Harris, late superintendent of the St. Louis schools, who is now in Europe, has been engaged to give a course of lectures in the State University at Bloomington, some time in February next. They will be of great value to all thoughtful teachers, and it is to be hoped that some plan will be devised whereby a large number of teachers can attend at little cost.

J. K. Walts, Supt. of the Logansport schools, recently took *eight first prizes* and one second prize on his Partridge Cochen chickens. Mr. Walts has his schools in good working order—his chickens are merely a “side-show.”

Profs. A. E. Haynes and J. W. Mauck, of Hillsdale College, Mich., were among the principal instructors of the La Grange county institute. They did very acceptable work, and the Journal hopes they will make frequent visits to Indiana.

John Carney, who has been for many years superintendent of Jennings Co., and a very efficient one too, has been elected county auditor. He will hereafter have lighter, less responsible work, and receive for it three or four times his former salary.

John M. Bloss has been elected Superintendent of Public Instruction for this State, to take the place of Supt. Smart, whose time will expire March 15, 1881. Mr. Bloss is in the prime of life, about 40 years of age, and will enter upon the duties of the honorable and responsible office to which he has been elected with a laudable ambition to at least equal any of his predecessors in the character of his work and in his usefulness to the schools. He has a classical education, having graduated at Hanover in 1860. Since 1875 he has been superintendent of the Evansville schools, and for the same time has been a member of the State Board of Education. His experience specially prepares him for his future work. The Journal has entire confidence in Prof. Bloss's ability to keep the schools of Indiana on the upward grade.

COUNTY INSTITUTES.

ORANGE COUNTY.—The Orange County Institute met at Paoli, August 30, 1880. Supt. Noblitt occupied the chair, and Mrs. Lottie Hatfield was appointed secretary. The attendance was very good, the enrollment amounting to 150. Great interest was manifested in all the work. Foreign instructors were Prof. Pinkham, of Earlham College, and Miss McAvoy, of Cincinnati. The home instructors were Profs. Sutherland, Scott, and Smith. The institute was decidedly the best ever held in the county. A TEACHER.

SPENCER COUNTY.—The Spencer County Institute was held during the week beginning August 23d. The attendance was the largest ever had in the county, and a deeper interest manifested in the work. The Superintendent, J. W. Nourse, was ably and pleasantly assisted in the conduct of the institute by Mr. S. S. Parr, of the State Normal. Mr. Parr's lessons were plain and practical, eliciting the closest attention, and producing much good. Among the several very interesting features of the institute were the free and easy talks of Prof. Bell, of the School Journal. It is the unanimous desire of our teachers to have both the instructors named visit us again. We are now preparing for vigorous school work this winter, and hope to make good progress in grading our schools. W. S. LAMAR, Sec'y.

DE KALB COUNTY.—The attendance at the De Kalb County Institute for 1880, held at Butler during the week commencing October 18th, was marked by early and regular attendance of teachers. Enrolled, 167. It was in important points, a model school. Among well-known and efficient instructors from abroad were W. A. Bell, H. B. Brown, and W. M. Mykrantz, whose efforts were ably supplemented by Messrs. Lamport, Fyke, Myers and Harrison, home teachers. Instructive and entertaining addresses were delivered of evenings to crowded houses. All the branches received attention. Writing was made prominent from the neglect it has received in the schools. The Board of Education held its usual reunion on Thursday afternoon. The machinery of school-work is in admirable condition, and the teachers won encomiums from their instructors for order, attention, attendance and scholarship.

MARSHALL COUNTY.—The Teachers' Institute of this county closed October 29th. It was one of the most interesting we have ever attended. The older teachers were in early and remained till the close. W. E. Bailly, county superintendent, deserves much credit for the arrangement of the programme and selection of instructors. The average attendance was about seventy. This number includes only those who are teachers of the county. Many visitors were present, whose names were not enrolled. The following noted workers were present and rendered valuable service: Profs. Brown and Banta, of Valparaiso; E. C. McGinley, of Denver; and Prof. W. A. Bell, of Indianapolis. The work of Prof. E. O. Noble, of Parke county, was highly appreciated. Many of the home teachers did good work, and from the interest manifested we believe all feel that it was good for them to be there.

LILLIAN BURLINGAME, Sec'y.

HUNTINGTON COUNTY.—The Normal and Institute work of Huntington county for the fall of '80 was a grand success. This was due to the untiring efforts of our worthy superintendent, M. B. Stults. The normal opened Aug. 9th, with about 50, which number was increased to 85 before its close. M. B. Stults and his associate principal, Allen Moore, put forth their utmost efforts to make the school a success, and with the hearty co-operation of the pupils, succeeded.

It closed Sept. 17th, after a session of six weeks, and was followed by the county institute, which like the normal, showed that the interest in education was alive. The enrollment was 145, with an average attendance of 106. Many excellent educational workers were present, among whom were H. B. Brown and A. F. Clancy, of Valparaiso; W. A. Bell, of Indianapolis; Messrs. Long of Roanoke, and Wm. McCombs and Allen Moore of Huntington.

JENNIE HAWKINS, Sec'y.

NEWTON COUNTY.—The fifteenth annual meeting of the Newton County Institute was held in Kentland, commencing August 30th. With a live corps of teachers and some of the best foreign talent the state affords, our institute could not be otherwise than a success. W. M. Sinclair, supt. of Kentland schools, read an able paper on the subject, "How to Educate Yourself"; also handled creditably History and Grammar. J. C. Scull, formerly of the Lebanon, Ind.,

schools, gave very instructive lectures on the following subjects: "Mental Philosophy," "The Origin and Future History of the Anglo-Saxon Language," "Is School Teaching a Profession?" "Influence of the Common Schools on Our National Life," "The Turco-Russian War," "American Authors." As a token of appreciation of his labors during Normal and Institute, we honored him with the Valedictory, in which position he acquitted himself with credit. Rev. J. C. Fletcher, of Indianapolis, in his mild, enthusiastic manner, gave grand descriptions of the peculiarities of South America, Italy, and Switzerland. His richly stored mind he opened to us, sending forth a stream of valuable information that no author save himself has ever imparted so clearly. To mention the name of W. A. Bell, of Indianapolis, is a sufficient guarantee that his lectures were instructive and interesting. J. V. Coombs, of Ladoga, greeted us Friday, giving acceptable instruction in Geography, Grammar, and Elocution.

W. H. HERSHMAN, Sup't.

CARRIE ROE, } Secy's.
CHAS. FAGAN, }

BOOK TABLE.

The Practical Music Reader is the name of a new music book on the inductive plan, by W. L. Smith. J. M. Olcott, Indianapolis, agent.

Oriental and Biblical Journal, is the name of a magazine edited by Rev. S. D. Peets, of Clinton, Wis. It is ably edited, and any one interested in the latest reserches in all oriental lands can hardly afford to do without it.

The American Newspaper Directory of Geo. P. Rowell & Co., New York, contains more than 1000 pages, and is the most complete work of the kind ever published. Its fullness, its convenient arrangement, its correctness, render it most valuable, and entitle Messrs. Rowell & Co. to much credit.

The Moderator is the name of an educational weekly just started at Grand Rapids, Mich., edited by Louis Gale. Price \$2. It is a 16-page, 3 column paper, resembling somewhat the Educational Weekly of Chicago. We believe that the teachers of each state need a paper of their own, and should support it. No foreign paper, however good, can fill the place of a paper devoted to home interests. We doubt, however, if the teachers of Michigan will support a weekly paper.

Greek Grammar—By WILLIAM W. GOODWIN, Prof. of Greek in Harvard, Boston: Ginn & Heath.

This being a second edition, many persons already know the general merit of the book. The edition is re-written in part, and in some departments enlarged. The book is arranged so as to lead the student by logical steps from difficulty to difficulty, so as to secure the most thorough knowledge of the language, and at the same time give the greatest possible amount of mental dis-

cipline. The exercises are well adapted to a thorough mastery of the elementary principles of the language. The book needs only to be examined to recommend itself.

Our Little Ones is the name of a new illustrated magazine for children published in Boston by the Russell Publishing Co., Wm. T. Adams (Oliver Optic) editor. Price \$1.50.

This paper enters the field that *The Nursery* has had to itself heretofore. The page is larger than the Nursery, and there are thirty-two in each number. If the first number may be taken as a fair specimen of what is to follow "our little ones" throughout the land have great reason to be happy. The illustrations are the finest, the matter is unexceptionable and adapted to the wants of the children. The contributors seem to be masters of the difficult art of writing for children—they can be simple without being silly.

Choice Thoughts—By Chas. Northend and I. N. Carlton. New York and Chicago: D. Appleton & Co.

The above little book is in the line of suggestions urged by the Journal for the past few months. The Journal has been urging the importance of teaching morals and implanting noble impulses and higher ideals of life through choice selections, which the children should be required to commit to memory. That the idea is an excellent one we have no doubt. This book contains about two hundred selections, from nearly one hundred and fifty authors. The selections are excellent, but mostly suited to older pupils.

Literary Studies from the Great British Authors—By H. H. Morgan. 440 pp. St. Louis: G. I. Jones & Co.

In the above named book Mr. Morgan has endeavored to make selections from the masters of English literature that will give to any one studying them a fair estimate of the authors as to versatility and peculiarity of style. His design is to encourage the study of English literature. The selections are excellent. It is hoped and believed that any one studying this book will have had such a foretaste of "the best thoughts of the best minds" that he will be inclined to read further. The study of literature is the growing demand of high school and college courses. The "glossary" and "further references" will be helpful in the study of the selections.

Annotated English Classics—Shakespeare's Much Ado About Nothing—By Henry N. Hudson. Boston. Ginn & Heath.

No Shakespearean critic in this country stands higher than does Mr. Hudson, and no student of "the great master of English" can well afford to be without his valuable comments. The above named House is publishing the plays of Shakespeare singly, annotated for use in school, neatly bound, and furnished with explanatory notes, history of the plays and valuable suggestions. In addition to the usual criticisms on the play, and the discussion of the leading characters, the above volume contains a life of Shakespeare. A more careful and more general study of our classic English is what this age demands. We know of no other books better adapted to school or home study than the above.

The State Normal News for October is chock full of *meat*. It is always good, it is sometimes better, but this time it is *best*. It is richly worth the price, 50 cents. S. S. Parr, editor.

The Education is the name of the new bi-monthly magazine, devoted to science, arts, philosophy, literature, and education. Price \$4. Conducted by Thos. W. Bicknell, editor of the New-England Journal of Education. The purpose of the magazine is to discuss the higher problems in education, not of general interest to the common school teacher. It *ought* to be well supported.

A Treatise on the Law of Public Schools—By Finley Burke, Counselor at Law. New York: A. S. Barnes & Co.

The above named book, in about 150 pages, gives the *law* in regard to school taxation, contracts, employment of teachers, authority of teachers, rights of pupils, school regulations, liabilities of teachers and directors, corporal punishment, etc., etc. Almost every person who has been connected with school work for any considerable time has felt the need of some work that should give in small compass what may be called the common law of the public schools. While the statutory law is of comparatively easy access, the judicial decisions are scattered through reports and are beyond the reach of teachers and officers. This little work will surely be valuable to teachers, school officers and lawyers.

Appleton's Standard Geographies in two Books. New York and Chicago: D. Appleton & Co.

The Elementary book of this series is now ready, and it is a *beauty*. The latest author has the advantage of all the rest, in making school books, and, if he has the ability, can combine in his book the best points of all earlier publications. It is more difficult to make a good primary geography than it is to make a good advanced book. To make a geography that shall be elementary, not simply in name and size, but in style and in quality of matter, and especially in the development of the subject, is a task that but few authors succeed in. In treating the subject objectively, and making knowledge precede definitions, and in taking gradual steps from the known to the unknown, it lays the foundation for what must follow, and approximates a little nearer our ideal than any other primary geography that we have yet seen. If the higher book shall carry on the work as logically and be as practical in its manner and matter the series will be hard to beat.

BUSINESS NOTICES.

Eli F. Brown, of the Indianapolis high school, offers three popular lectures for the present season—(1) Border Life during the Rebellion; (2) Mary Somerville; (3) The Growth of a World. Lecture committees can address him at 420 Park avenue, Indianapolis.

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Shall be glad to communicate with any who may desire any information on this subject.

Respectfully,

GEO. B. LOOMIS,

10-6t

Supt. of Music in Public Schools, Indianapolis.

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Pres't Fairchild, of the Agricultural College, says: "I like the improved form much and the improved tone more. I shall need its help in my work."

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Ex-State Superintendent says: "The Educationist for July has just been received. It is a gem of neatness and grace both in mechanical execution and a real casket of jewels in matter."

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INDIANA
SCHOOL JOURNAL.

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DECEMBER, 1880.

No. 12.

READING—II.

JOSEPH CARHART.

WHY READING SHOULD BE TAUGHT—CONTINUED.

THE reading book is a powerful instrument in the hands of a teacher, for good or for evil. He may use it in such a way as to develop in his pupil a love for good literature, a capacity to think, to imagine, to feel, to express, and a tact and delicacy of judgment that shall enable him to see the relation of what he reads to his environment; or he may use it in such a way as to develop in his pupil a hatred for literature, and plant within him the germs of mental dyspepsia.

As a logical basis for the application of the "Laws of Thought" to the analysis of discourse, which will be discussed in a later paper, the following quotations are given:

Reading is the great misery of children. * * The pedagogues teach children words, nothing but words, and no real knowledge.—*Rousseau.*

Let the master not only examine him about the grammatical construction of the bare words of his lesson, but of the sense and meaning of them, and let him judge of the profit he has made, not by the testimony of his memory, but by that of his understanding. Let him make him put what he hath learned into an hundred several forms, and accommodate it to so many several subjects, to see if he yet rightly comprehend it, and have made it his own. * * * A

mere bookish learning is both troublesome and ungraceful.—*Montaigne*.

Knowledge and wisdom, far from being one,
Have oftentimes no connection. * * * *
Knowledge, a rude, unprofitable mass,
The mere materials with which wisdom builds,
Till smoothed, and squared, and fitted to its place—
Does but encumber whom it seem to enrich.

* * * * *

[*Cooper*.

All knowledge which comes from books, comes indirectly, by reflection, and by echo; true knowledge grows from a living root in the thinking soul; and whatever it may appropriate from without, it takes by living assimilation into a living organism, not by mere borrowing. * * *

Learn the fundamental things, the anatomy, the bones and solid frame-work, with strict accuracy. * * * You must beware of reading * * by the method of mere CRAM. Some things, no doubt, there are that must be appropriated by the process of cram; but these are not the best things, and they contain no culture. Cram is a mere mechanical operation, of which a reasoning animal should be ashamed. But cramming, however often practiced, is seldom necessary; it is resorted to by those specially who can not, or who will not learn to think. I advise you, on the contrary, whenever possible, to think before you read, or at least while you are reading. * * * Read systematically. * * For general information a sort of random reading may be allowed occasionally; but this sort of thing has to do only with the necessary recreation or the useful furnishing of the mind, and is utterly destitute of training virtue; and such reading, to which there is great temptation in these times, is rather prejudicial than advantageous to the mind. The great scholars of the sixteenth and seventeenth centuries had not so many books as we have, but what they had they made a grand use of. Reading, in the case of mere miscellaneous readers, is like the racing of some literary dog about the moon, snuffing everything and catching nothing; but a reader of the right sort finds his prototype in Jacob, who wrestled with an angel all night, and counted himself the better for the bout, though the sinew of his thigh shrank in consequence.—*John Stuart Blackie*.

We have * * * seen how universal is the world of thought. We have seen that it is real, and the only reality, and that in it we live and move and have our being. We see, then, that no study comes

more near to us than the study of the laws and relations of thought. When we first enter the world of thought these relations seem utterly confused and entangled. Men think everything and about everything. One man thinks one thing and another another. Childhood, manhood, and age has each its thoughts. The thoughts of one generation are not those of another. All is confused, as when we look at the crowd of bees that seem huddled together in a hive, or the crowd of ants swarming about their little hill. But as when we look at the bees long enough and wisely enough, we distinguish the work and the place of each; as by proper observation we discover that the ants do not move perfectly at random, but that each has its work, and the work of all is in reality the same; so when we study these crowding, hurrying, swarming thoughts, long enough, we see that they, also, have their order and their system.—*Charles Carroll Everett.*

The true idea of the recitation develops largely the *method of investigation*, which may be called the highest method of instruction. It teaches the child to verify everything by his own experience. Hence, for whatever belongs to natural science, it produces experiment or exhibits specimens or illustrations. For the logical demonstration, it requires the pupil to exhibit the necessary relations in his own language; for matters of history, illustrations from present life and experience. The process of seeing the bearing of everything in the book upon what is present in the life of the pupil and the community, is the true method of instruction. But far the greater part of instruction relates to results of reflection, and so is to be verified by the activity of thought, and does not need ocular experiments or specimens.—*W. T. Harris.*

Thus far attention has been directed to the relation of reading to the content of literature. But reading occupies an important place in the group called language studies. The meaning of words, the construction of sentences, the arrangement of thoughts and the qualities of style are all best exemplified in the masterpieces of great authors which constitute the subject-matter of the reading lessons. Hence, while the specific office of reading as a language-study is to teach the meaning and pronunciation of words, and the use of the dictionary, to cultivate the organs of speech and give skill in oral expression it is an important auxiliary to every member of the group.

I shall urge on you * * * how well it will repay you to study the words which you are in the habit of using or of meeting, be they such as relate to highest spiritual things, or our common words of the

shop and the market, and of all the familiar intercourse of life. It will indeed repay you far better than you can easily imagine. I am sure, at least, that for many a young man his first discovery of the fact, that words are living powers, are the vesture, yea, even the body, which thoughts weave for themselves, has been like the dropping of scales from his eyes, like the acquiring of another sense, or the introduction into a new world; he is never able to cease wondering at the moral marvels that surround him on every side, and ever reveal themselves more and more to his gaze.—*Trench.*

A language will often be wiser, not merely than the vulgar, but even than the wisest of those who speak it. Being like amber in its efficacy to circulate the electric spirit of the truth, it is also like amber in embalming and preserving the relics of ancient wisdom, although one is not seldom puzzled to decipher its contents. Sometimes it locks up truths, which were once well known, but which, in the course of ages, have passed out of sight and been forgotten. In other cases it holds the germs of truths, of which, though they were never plainly discerned, the genius of its framers caught a glimpse in a happy moment of divination. A meditative man can not refrain from wonder, when he digs down to the deep thought lying at the root of many a metaphorical term, employed for the designation of spiritual things, even of those with regard to which professing philosophers have blundered grossly; and often it would seem as though rays of truth, which were still below the intellectual horizon, had dawned upon the imagination as it was looking up to heaven. Hence they who feel an inward call to teach and enlighten their countrymen, should deem it an important part of their duty to draw out the stores of thought which are already latent in their native language, to purify it from the corruptions which time brings upon all things, and from which language has no exemption, and to endeavor to give distinctness and precision to whatever in it is confused, or obscure, or dimly seen.—*Ibid.*

The care of the national language I consider at all times a sacred trust and a most important privilege of the higher orders of society. Every man of education should make it the object of his unceasing concern, to speak it, so far as in his power in all its beauty and perfection. * * * A nation whose language becomes rude and barbarous, must be on the brink of barbarism in regard to everything else. A nation which allows her language to go to ruin, is parting with the best half of her intellectual independence, and testifies her willingness to cease to exist.—*Schlegel.*

"Judging by the increase" (in English, German, and French speaking peoples) that has taken place in the present century * * * the three principal languages spoken at the present time will be spoken a century hence with the following progression:

The English tongue will have increased from 77 to 860 millions. The German tongue will have increased from 62 to 124 millions. The French tongue will have increased from 40½ to 69½ millions.

The individuals speaking German will form a seventh part, and those speaking French a twelfth or thirteenth part of those of English tongue; and both together will not form a quarter of the individuals speaking English. * * * *

The future preponderance of the language spoken by English, Australians, and Americans thus appears to me assured. The force of circumstances leads to this result; and the nature of the language itself must accelerate the movement.

The nations who speak the English tongue are thus burdened with a responsibility which it is well they should recognize at once. It is a moral responsibility toward the civilized world of the coming centuries. Their duty, as it is also their interest, is to maintain the present unity of the language. * * * The danger to be feared is that the English language may, before another century has passed, be broken up into three languages. (English, American and Australian). * * * *

Why should not all possess the noble ambition of giving to the world one uniform, concise language, supported by an immense literature, and spoken in the next century by eight hundred or one thousand millions of civilized men. * * * The Americans, above all, are interested in this stability, since their country is to be the most important of those of English tongue. How can they acquire a greater influence over Old England than by speaking her language with exactness? * * * If influential men truly comprehend the destiny of their country, they will use every effort to transmit the language in its purity; they will follow classic authors, and discard local innovations and expressions. Should they obtain this of their countrymen, they would render to all nations and to their own an unquestionable benefit for futurity.—*Alphonse De Candolle, "On a Dominant Language for Science."*

The purposes which the teacher should seek to realize in teaching reading have been given in the language of the most eminent educators and thinkers, that to reason might be added the weight of the

highest authority. To summarize briefly what has been presented the purpose of teaching reading should be :

1. To give the pupil a knowledge of the best that has been thought and felt by the world's best men and women.
2. To lead him to form a high ideal of character, and to create within him a strong desire to realize his ideal.
3. To give him skill in seeing the relations in what he reads, and the relation of what he reads to his environment.
4. To preserve the integrity of our mother tongue and to give the pupil skill in using it.

TOWNSHIP LIBRARIES OF INDIANA.

J. C. MACPHERSON.

IN 1852 an act was passed by the legislature levying a tax for the purpose of establishing township libraries. In pursuance of this provision, in 1854, was distributed to the several townships in the state 143,728 volumes, at a cost of \$147,422. In 1856, about 100,000 volumes were distributed, at a cost of \$110,000. In 1866 were distributed 29,918 volumes, at a cost of \$40,754. In 1867, a fund of \$50,000 was raised for the same purpose, but was appropriated to the building fund of the State Normal School. Since that time but slight additions have been made. These libraries are under the management of the township trustee, and are open to all citizens of the township. "In theory they gave promise of great good, but practically they have not fully met the promise."

The section of the law authorizing the levying of a tax for the increase of these libraries, was repealed in 1867. Since then no action has been taken, except when the county board of education was created, in 1873, it was provided that "the care and management of township libraries shall be determined by such board."

The exact extent of the board's authority in this matter is not clearly set forth in the statute, but it may be inferred that in this particular, as in others enumerated in that section, the board shall consider the general wants and needs, with a view of producing uniformity in facilities and practice. Certain it is that no power to raise money or purchase books is conferred.

Acting upon this inference, county boards can collect information concerning these libraries within their respective counties, and sug-

gest measures for the increased usefulness, the care and management thereof.

One section of the statute directs township trustees "at the commencement of each school term, at each school house in their respective townships, to cause a notice to be posted up, stating where the library is kept, and inviting the free use of the books by the persons of their respective townships."

This requirement has been generally overlooked. It was thought that its faithful observance would be an influence in attracting attention to the books. Its observance even at this late day might attract the attention of teachers and pupils to the libraries, and awaken an interest in their perusal.

But the full realization of this result would be defeated, in part, by the condition of the libraries themselves. The writer, while acting with the board of education in his county, had an opportunity of discovering the condition of the books in that county. It was proposed to print, for placing in school houses, a catalogue of such books as were to be found in all, or in a majority of the libraries. A careful examination of the libraries was made, and lists compiled. These lists set forth the names of the books, the numbers of volumes in each work, the number of such volumes in library, the number missing, and the condition of all books found.

So different were the lists of the books which could be found, and so broken and scattered appeared the libraries generally, that the plan of publishing a catalogue was abandoned.

By these examinations it was also discovered that the libraries have suffered more from neglect than from use. While some books are worn, or broken and backless, a few appear never to have been used. Many costly books which are known to have been in the collections are not to be found, and all trace of them seems obscured, though occasionally a volume with the peculiar brand turns up in some unexpected place—such as a sale of second-hand furniture. Parts of a series, or some volumes of a work, are lost. This is a source of discouragement to the reader, for should he start upon the reading of a standard he may not find the second volume. Teachers have realized this inconvenience, when, knowing that the work of some author belongs to the library, they have recommended pupils to read it, and the pupils return with the answer that the first volume has not been seen "since the war."

Occasionally the books have suffered in consequence of the character of the place in which they have been kept—in garrets, in the back room of stores, in shops, where they have encountered dust, smoke, grease, water, and fire sometimes.

Such is the condition of the township libraries in a great majority of the townships of the state. The outlook for the future is not cheering. The library scheme is but a palsied member, a withered branch, of our educational system. If ever a revival is attempted it should incorporate some features different from those of the old plan. If the tax clause is ever re-enacted it should be as a local levy at the option of the respective townships. Communities which are ready to appreciate and use public libraries, are ready to contribute the means of providing them; and communities which are willing to tax themselves for such purposes, are most likely to use properly and preserve books.

But what shall we do with all the books now on hand? Many of these books are still of value and can still do good; some of them are rare. As a rule for self-improvement, teachers should read some one book each term—as much more as convenient, but at least one recognized standard. If every teacher would insist on all pupils of suitable age reading one book during the term and another during vacation, a lasting good would be done the rising generation. A few teachers and many, very many, pupils would resort to the township library in executing this plan.

To teachers inclined to enter upon such an undertaking in behalf of their pupils, I can give these directions:

"Make yourself familiar with the contents of the library. Acquire all the knowledge you possibly can about the books and their authors, so that you can speak intelligently of them to your pupils. Call the books to the assistance of your regular work by suggesting the reading of such as supplement your text-books. Endeavor, either by general exercises, essays, or otherwise, to cultivate careful, retentive reading, as opposed to mere perusal. Use individual effort, without sparing yourself, in determining proper reading for special persons; such labor compensates itself. Remember that if you succeed in giving any child a *habit of good reading*, you have given him a key to *all good*."

If the books now in the possession of the townships can be worn out in service, it will be as well as to let them be worn away by the tooth of time, or the more effective tooth of the country-store rat. If the state should ever again have a generous spell, and decide to furnish reading matter gratis, let it spend its money for reference libraries for our 9,500 school houses. Train the children—while children—into a knowledge of books, and when they are grown they will procure libraries, and good libraries, both public and private.—*The Earlehamite*.

INDIANA'S SCHOOL SYSTEM.

HON. JAMES H. SMART, State Superintendent of Public Instruction, is now busily engaged in the preparation of his biennial report for presentation to the Legislature, and a large part of it is already in the hands of the state printer. It will contain a thorough analysis of the principles and practical working of the Indiana school system.

The report starts out with a brief outline of

THE IDEAL SCHOOL SYSTEM,

as adopted by the recent National Convention of Superintendents at Washington, D. C., the main features of which are: (1) that the school is a state institution; (2) that the school system must not be permissive, but must be enforced by the state; (3) that there is an equal obligation upon all to support the schools on the ground of equal benefits; (4) that the state must appoint suitable agents or officers to inspect and supervise the whole system, although in the management of the schools the state must operate chiefly through local agencies; (5) that there must be a unification of the school system in townships, towns and cities; or, in other words, that the township system is greatly to be preferred over the district plan; (6) that the extent of local control should be as to the building of school-houses, the choice of apparatus and the selection of teachers, but that the state must compel houses to be built and must prohibit localities from employing unlicensed teachers; (7) that the state should fix a minimum course of study, which localities should be permitted to extend if they desire; (8) that the teacher should be an officer of the state, to execute its law, rather than the law of the locality, that the people of any locality ought only to have the right of choice within certain limitations, that there should be some independent authority over teachers, and that schools of instruction should be established for teachers; (9) and that special schools for the deaf, dumb and blind should be under state control, and based as much upon the idea of rightful demand as upon the idea of benevolence.*

DEFECTS IN THE INDIANA SYSTEM.

Starting out with this plan of a model public school system, Mr. Smart proceeds to criticise the Indiana system, comparing it with the ideal, and showing what he believes to be its excellencies and its defects. He suggests that the qualification of teachers and superintendents is at present left too much to local control; that the schools in the townships suffer from being under the one man power; that

the terms of office of both the state and county superintendents are too short; that the powers of county superintendents with regard to county institutes should be enlarged; that township institutes should be held less frequently, and should be under the control of the county superintendent instead of the trustees, as at present; that the licenses of teachers should be for six months, one year, two years, and four years, and that no license for six months should ever be duplicated; that school enumerations should be taken once in two years; that cities should be independent of the county superintendent in respect to studies and licenses, and that school-houses should be inspected under state authority. These and a number of more or less important amendments in the school laws are suggested to the Legislature, while a very cordial and emphatic approval is given to the general structure and plan of the Indiana school system.

THE VARIOUS STATISTICAL TABLES

embraced in the report give the following information in regard to the educational system of the state:

From the reports of the county superintendents on enumeration it appears that there are 703,558 children of school age (between six and twenty-one years) in the state, of which 354,761 are white males, 334,249 white females, 7,162 colored males, and 7,386 colored females. Between the ages of ten and twenty-one there are in the state 1,090 males and 957 females who can neither read nor write. The children attending school during the past year numbered 511,283, namely, 265,872 males, 237,395 females, and 8,016 colored. The daily attendance was 321,659, and schools have been taught in 9,383 of the 9,425 houses. The colored schools numbered 104, the graded schools 339, the township graded schools 153, and the average length of school term within the year was 136 days. In the work of teaching there were employed 13,578 persons, of whom 7,731 were white male teachers, 5,732 white females, and 115 colored. The table showing the compensation of teachers is interesting, as it shows that there is a wide margin between the payments for the same description of service in the several counties. For instance: In townships the per diem for male teachers varies from \$1.35 in Newton to \$2.29 in Vanderburg, and for females from 93 cents in DeKalb to \$2.23 in Vanderburg. In town schools male teachers are paid for their daily service all the way from \$1.76 in Howard to \$5.33 in Lawrence, and female teachers from 75 cents in Fayette to \$2.33 in Parke county. In city schools the payment of male teachers ranged from \$2 in Posey

to \$7.50 in Knox, and of female teachers from \$1.65 in Posey to \$5 in Floyd.

There are in the state 9,647 school-houses, of which 85 are built of stone, 2,189 of brick, 7,288 are frame, while 75 of the original log school-houses still remain in the service. During the year 359 new school-houses have been erected, and these are valued at \$410,972.86, while the total valuation of school property, including buildings, apparatus, etc., is 11,817,954.53.

Township trustees were paid during the year for managing educational matters, \$77,721.93. The township libraries contain 241,824 books, and 3,774 have been added during the year.

The state account of revenue for tuition stands as follows:

On hand September 1, 1879.....	\$1,928,433 02
Amount received February, 1880.....	1,417,549 35
Amount received June, 1880.....	1,412,777 55
Miscellaneous receipts.....	125,147 05

Total revenue for tuition.....\$4,883,906 97

Amount expended since September 1, 1879..... 3,006,432 07

Amount on hand.....\$1,877,474 90

The special school revenue account stands as follows:

Amount on hand September 1, 1879.....	\$ 927,903 70
Amount since received.....	591,114 68

Total..... 2,389,794 85

Amount since expended..... 1,485,418 81

Amount now on hand.....\$ 904,376 04

The permanent school fund now amounts to about \$9,200,000.

8

RICHARD GRANT WHITE ON TITLES.

MY own personal taste and preference leads me to speak of married women merely as Mrs. A., Mrs. B., Mrs. C., and Mrs. D., not as the Hon. Mrs. A., Mrs. Gov. B., Mrs. Dr. C., and Mrs. Gen. D. The latter fashion, which is very prevalent, seems to me absurd, and to have it in an element of incongruity. For these titles are, with hardly an exception, merely official designations, pertaining to masculine offices; and the union, "Mistress Governor," "Mistress General," "Mistress Judge," and the like, reminds me of *Julia's*

and *Lucetta's* confusion; in the "Two Gentlemen of Verona," when the former ~~is~~ about to disguise herself as a page.

Lucetta—What fashion, Madame, shall I make your breeches?

Julia—That fits as well as, Tell me, good my Lord,

What compass will you wear your farthingale?

In aristocratic societies the titles of noblemen are personal; they who bear them are born to them, or, it may be, raised to them. In either case the title belongs to the person, and is not in any way dependent upon official position. The wife, therefore, bears a corresponding title just, and only just, as she changes her maiden name to that of the man who marries her. Miss A., if married to Mr. B., is called Mrs. B., and not otherwise; if married to Lord C. she is called Lady C. But if in England, for example, Mr. B. or Lord C. were to become a General officer, although he would be called General B. or General Lord C., she would not be called Mrs. General B. or General Lady C. She would be spoken of merely as Mrs. B. or Lady C., as before. And yet, again, a Bishop is "my Lord," but as his Lordship belongs to his office, his wife is merely "Mrs." *Dr. Proudie* was Lord Bishop of Barchester, but his wife, although she wore the articles of attire as to the fashion of which *Julia's* maid was anxious, and really bossed the diocese, was merely *Mrs. Proudie*. This fashion of speech belongs to the English language, and, it seems to me, to go with common sense and with good taste. It is, however, only my own personal preference that I am setting forth, and I must confess that I have no liking for female titles of any kind; that I think a *grande dame* the most absurd, unnatural, artificial and conventional of the creatures of modern society, and that I should even be well pleased if the fashion of calling wives by their husband's surnames could be dropped; and, therefore, by most people, my opinion will surely be regarded as less worthy of consideration than it might otherwise have been. The modern fashion has in its favor the plea of convenience, and the same plea holds good in favor of the still further designation of a woman by her husband's title, even of calling a woman, in the German fashion, Mrs. County Clerk A., Mrs. President of the Board of Police Commissioners B., or Mrs. Assistant Street Inspector C., as to which German women are particular even to an irascible touchiness.

For these notions I am sure to be scorned and flouted by the whole sex in this country, that is, by all of them who are not already of my way of thinking and feeling about such matters. For it would seem, as if to be simply a woman, and to be called a woman, were regarded

by most of our countrywomen as a degradation. Not only must every woman be spoken of, and spoken of herself, as a lady, but we find *woman* displaced from the proper position which it has held for centuries in compound words, and *lady* put in its stead. For example, saleswomen have for some years past advertised for places as "salesladies," and not long ago a drama called "The Saleslady" was announced at the Bowery Theatre. And now a correspondent sends me an advertisement in which it is announced by the employers that there is "wanted in the work-room of a gents' necktie manufacturing house a *forelady*, who," etc., etc. "Ye gods," my correspondent exclaims, "what next?" Indeed, I can not imagine. The force of vulgarity and absurdity can no further go; unless, indeed, we are to have, as to be at all in keeping we should have, salesgentlemen behind our counters, foregentlemen at the head of our workshops, and gangs of workgentlemen on our roads; unless our public meetings shall be presided over by chairgentlemen and the meetings of our female benevolent societies by chairladies, and our cities shall be governed by Boards of Aldergentlemen. It would be quite useless to tell people who use such words as *saleslady* and *forelady* that in such compound words as *saleswoman* and *forewoman*, *salesman* and *foreman*, the second word of the compound has no reference whatever to the personal condition or position of the person to whom it is applied, but is merely a general designation of sex, just as it is in *spokesman*, *statesman*, *clergyman*, *juryman*, and the like, which might just as well be turned into *spokesgentleman*, *statesgentleman*, *clergygentleman*, and *jurygentleman*, as *saleswoman* and *forewoman* into *saleslady* and *forelady*. It would be useless to tell them this; but it might have some effect if they knew that the higher the culture and the social condition of a woman, the more surely will she speak of herself and of those of her sex who are in her own social circle as women. An English peeress will say, to a man, "If you do so, you will set all the women against you," not "all the ladies;" and in like manner will she speak of her husband and her brothers as men, not as gentlemen, unless there is particular reason for so doing. When we get to the condition of *Mrs. Cluppins*, who supposed that *Mrs. Bardell* had fainted on *Mr. Pickwick's* shoulder because he had asked her to name the day, for the reason that "every woman as considered herself a lady fainted when she was asked to name the day," then *lady* is bandied about freely; but I have yet to learn that even the *Mrs. Cluppinses*, of England, talk of salesladies and foreladies. Those words are not English.

That in the matter of personal titles Americans generally provoke the ridicule rather than the admiration of other peoples, is no new observation. Esquire and Honorable have become so common and so absolutely unmeaning that fastidious men, of whatever position, prefer to see their names without those additions, and with us Generals and Colonels and Judges and Doctors of Divinity and of Laws are so numerous that it is becoming rather a distinction to be without some such title.

TRUE ORDER.

IT has been many times remarked that those pupils who are models of order in the school-room are the most troublesome when away from its restraints. It is a fact that children who sit quiet under the teacher's eye take revenge for the penance they endure, and make up for the enforced discipline at the expense of the comfort of their fellows. Not long since about 250 boys were found on the seats of a school-room; they were instructed on several subjects, and dismissed for a recess. On the way down stairs they knocked off hats, kicked and punched each other when out of sight of the monitors. The matter was referred to the teacher for explanation. He confessed his mortification—his deep mortification—and declared that he was more disappointed by the sudden rebound from the good order of the school-room than by anything else. "They look upon the school-room as a prison; they consider themselves as deprived of their rights; it would not be safe to have a dozen boys left in the school-room alone. They need constant oversight."

Is this the result that should follow the work of a conscientious teacher? Does order leave the objects on which it is exercised helpless when it is removed? Is the failure in the teacher or in the scholar? These questions have gone again and again through the teacher's mind as he has seen pupils that had been models of order in the school-room, when well watched, become models of the most complete disorder when that oversight was removed.

The writer lately visited Mrs. Kraus's Kindergarten, in 28th street. The children, some thirty in number, played several games, and in one—"the birds"—they passed around, each with the hand extended over the head of another; thus a fine opportunity was afforded to pull the hair or disarrange it, but they did neither! The question

was asked: "Why do they not do what nearly every child in the public schools appears to feel his opportunity, if not his duty?" Mrs. Kraus explained it by saying: "We do not repress the children; we unfold their natures."

The principal of another private school declared that it took several months generally to remove the habit of playing mischievous tricks, when the pupil had come from a public school. Having been himself a public school-teacher, he announced the cause to lie in the improper restraint and the neglect of developing the faculties that keep one in order.

The right kind of order is that which prompts the person to do the proper thing under all circumstances, whether watched or not. It may come under the domain of the conscience, or it may not; that is, it does not necessarily need an acute conscience to cause this state. We have seen schools where the pupils made a steady progress in learning how to bear themselves towards others. This subject demands careful thought. This is the question—does the order you now keep, while it secures the immediate end of silence, etc., develop the love to keep order when the teacher is absent?—*N. Y. School Journal*.

GOLDWIN SMITH ON CO-EDUCATION.

THE following extract from Goldwin Smith's cautious, conservative article on "University Questions in England," in the last *Princeton Review*, will repay careful reading:

"Lastly, there is co-education. The University of London has admitted women, not without strong opposition by a part of its governing body; but the University of London, as has been already said, is nothing but an examining board. Oxford and Cambridge have undertaken the examination of women who wish to become teachers; they have always allowed every one, whether a student or not, and without distinction of sex, to attend the public lectures of professors; but they still hold out against the admission of female students, though Cambridge is closely besieged by an outpost of the invader, Girton College, planted at its very gates. Every engine is plied, appeals are made, not to reason only, but to sentiment, and enforced by a gentle intimidation, to which those who cherish a reputation for liberalism especially are apt to yield. Clearly enough, not only this

special question, but the more general and far graver question as to the future relations between the sexes, is likely to be settled by other influences than that of argument. Nature will break a settlement which reason has not dictated, but the experience may cost us dear; we may find that it is possible to unmake women, though it is not possible to make men.

That the education of women ought to be high we are all agreed. But unless the functions of the two sexes are the same, high is not necessarily male. If the functions of men, as a sex, is labor, that of women maternity and the management of a household (and it is difficult to see how the species can be preserved under any other arrangement), the presumption is in favor of some corresponding difference in final education, and there can be no illiberality in assigning to each sex that which it needs, not that which it does not need. If the two are destined by nature to be complements of each other, to train them up as competitors is not large-mindedness but folly. The wealth of marriage will certainly not be increased by the change. No man or woman can master the whole circle of knowledge and accomplishments; the more diverse, therefore, the acquirements of the two partners, the richer the Union will be. Thoroughgoing radicals spurn the idea that the interests of wedlock are to be allowed to regulate these questions; but they will find themselves in collision with very deep-rooted prejudice. Physiological questions we leave to physiologists, who are certainly not unanimous in pronouncing that the full male burden of intellectual labor can be safely imposed on the future wife and mother. The danger would of course be greater under the competitive system of examination at Oxford and Cambridge than under the system which prevails in the United States. But it is hardly conceivable that the feelings of young men and young women toward each other in England should undergo such a change as to admit of their competing against each other."

THE OTHER SIDE.

FOR the past few months the spelling reformers have had matters all their own way. They have unmercifully joked and worried our good old mother English until the venerable lady must have been perplexed as much as the old woman who lived in a shoe.

Here is the report of a committee of the Illinois State Teachers' Association. A racy debate was anticipated, but for lack of time the

discussion was postponed until the next annual meeting. It is understood that the executive committee will reserve ample time for the consideration of the question.

"Those of your committee whose names are attached hereto are not ready to recommend that this association should commit itself to a "Spelling Reform;" at least, until the exact meaning of the term is more fully defined than it is at present.

If it means the attempt to reduce the writing of our language to a strictly phonetic basis, we object to it for several reasons:

First, we object to making the changeable spoken word the standard, instead of the more permanent written form.

Second, we fear there would be, even to the student in our common schools, a great loss in thus hiding the origin and history of a large part of our language.

Third, for two reasons, we do not see how such a change would be possible, at least without a long and indefinite period of great confusion. 1st. The conservatism of a people, especially in matters of language, is well nigh insurmountable; witness, Noah Webster's attempts in this very matter of simplifying spelling. The history of our federal currency and of the attempts to introduce the "Metric System" of weights and measures is of much force in the same connection. 2d. We do not see how such a phonetic basis could be determined, were it ever so desirable, from the fact that our best orthoepists, after all their study, are unable to agree among themselves, either as to the number or the character of the elementary sounds of our language.

Again, we believe that the advocates of the so-called reform exaggerate greatly, both as to the evils of our present spelling, and as to the advantages of any system that they propose. We are in favor of such changes looking towards simplicity and system as may be brought about in the way of growth, according to the laws of the formation and progress of the living languages. But we do not believe it possible nor desirable to work changes in the language of a people by forced or revolutionary measures.

We believe that something valuable is doing, and that more may be done, by bringing under the present rule of orthography all words to which those rules apply; and, perhaps, still other rules may be developed that will apply to some words that fall under no rule at present. It may be possible, also, gradually, to throw out a good many unnecessary silent letters, as, for instance, the terminal 'ugh' in such words as 'though,' 'through,' 'borough,' etc.

In this connection, we commend to your favorable consideration the recommendations made by the American Philological Association.

Further than this, we are not ready to recommend any action in the premises.

Respectfully submitted,

EDWIN C. HEWITT,
N. C. DOUGHERTY,
W. B. POWELL."

—*News-Gleaner*.

THINGS TO REMEMBER.

REMEMBER, 1st, that in teaching, as well as in any other business, you must have a good deal of capital invested to obtain large proceeds.

2d. Remember that your capital is your health, your education, your library, your determination to brighten and improve yourself, and your power to teach others.

3d. Remember that every good business man seeks to enlarge his business each year, by constantly investing more capital.

4th. Remember that good business men watch the market; they mark what others are doing, note how they do it, and take papers and journal that give specific information. You will be very short-sighted if you do not imitate their example.

5th. Business men often meet and consult—they have exchanges, boards of trade, hold fairs, etc. Teachers who do not pursue a similar line of conduct have themselves to blame when they fail.

6th. Remember that your work is a business in many respects, and must be conducted on business principles; that it does not consist in keeping your pupils still, and getting replies to questions, many of which you could not answer yourself.

7th. Remember that your work, if done aright, will make you a competent man or woman; it will, like any business, give you a better judgment, more information, and a wider range of thought.

8th. Remember that you ought to be more deeply interested in it every day, as every business man is in his business.—*Ex.*

CORPORAL PUNISHMENT.

THE REPORTS OF THE MAJORITY AND MINORITY OF THE COMMITTEE.

THE School Board of Boston, in April, 1880, by a vote of eleven yeas to eight nays, ordered that a committee of three be appointed to take into consideration "*the whole subject of corporal punishment in our schools*," and report to the board a remedy for existing evils. The committee was made up of Messrs. Fallon, Hyde, and Finney, and on the 26th of October two reports were presented to the board—a majority report, signed by Messrs. Fallon and Finney, and a minority report by Mr. Hyde.

RESUME OF MAJORITY REPORT.

"There are great excesses in the matter of corporal punishment as practiced in our public school," is the declaration of the School Board of Boston. How can these excesses be removed? what means can be adopted to remedy the evils? are the questions which the committee are expected to answer. The report urges, at the outset, the importance of the topic, and quotes from a Boston master and a supervisor their opinions as to the barbarous character of physical punishment for children. Reference is made to the severe methods of treatment in the olden time, when the whipping-post and its adjuncts, now abolished, were the common modes of punishing offenders. The abolition of corporal punishment in our army and navy and merchant-marine service, in our colleges, universities, academies, and private schools, shows an improved sentiment in this matter.

"Driven before the enlightened sentiment of the age its last stronghold is the school-room. True, it is still somewhat practiced in the home-circle, but rarely if ever by 'kind and judicious,' or refined and thoughtful parents. Certainly it is never abused by such parents.

* * * All the principals in the Boston grammar schools, where corporal punishment is still allowed, have, *with one exception*, stated that it is mostly inflicted by substitutes or by new and inexperienced teachers. It is conceded that good teachers rarely—the best teachers never, resort to it."

France, the Northland, Holland, Prussia, Austria, New Jersey, New York city, and Syracuse are quoted as having abolished corporal punishments, with good results to teachers and scholars. The com-

mittee give the successive steps by which New York rid herself of this "odious species of discipline," commencing in 1865. At the outset, "twelve principals, representing schools in various parts of the city, stated that corporal punishment was not a necessity—that their schools were governed without it. All the others deemed corporal punishment absolutely essential to conduct their schools properly."

"The Investigating Committee next inquired as to the number of corporal punishments inflicted in the male grammar schools and primary schools and departments, and it was estimated, after a careful computation, that there were over 100,000 cases of corporal punishment in the year 1864, in the schools, although the twelve primary schools before alluded to, with an average attendance of over four thousand, showed that they were controlled without the rod, and with a record for discipline and scholarship above the average; that in some schools corporal punishment was the exception, and in others the rule. Thus in many schools the cases of corporal punishment exceeded five thousand a year: while in others, with equal average attendance, they did not reach fifty; the difference in the male grammar departments being more marked than in the primary schools and departments."

The following rule was adopted by the the New York Board:

"Corporal punishment of any description, or for any offence, shall be inflicted only by the principal or vice-principal of a school, and by the vice-principal only in the absence of the principal. The offence for which the punishment is inflicted shall be distinctly stated to the pupil, and it shall be the duty of the principal to keep a record of every such punishment, stating the name of the pupil, the offence committed, the evidence of such offence, as ascertained by personal investigation by such principal or vice-principal, and the nature and extent of such punishment; and said principal shall forward a transcript of such record monthly."

In 1866 the number of corporal punishments inflicted in all the schools was 34,170, while 67 schools were conducted without corporal punishments. In January, 1870, it was found that corporal punishment was no longer used in any of the girls' or primary schools; that in 35 of the boys' schools the principals had, of their own volition, discontinued its use, leaving but 13 schools in the whole city where the principals deemed it necessary to use the rod to enforce proper discipline.

In view of these facts, and in harmony with the spirit of the times,

the civilization of the age, and the opinions and convictions of their very best educators, the New York Board of Education immediately adopted a by-law, which is still in force, abolishing corporal punishment in all the public schools of the city.

In 1867 corporal punishment was abolished in all the public schools of Syracuse, and in 1868 the Rev. Samuel J. May, a member of the School Board, wrote in regard to its abolition and the effect thereof:

"It is now nearly a year since our Board of Education peremptorily prohibited all kinds of corporal punishments in the schools of Syracuse. *Several members feared the effects of the measure.* * * The first effects were, as I apprehended, troublesome. Several ill-disposed children presumed upon what they thought the inability of their teachers, and set their authority at defiance. But in due time they were made to feel that there was something worse to bear than the blows of a whip or ferule. They were suspended. We soon began to hear from one and another of our schools that the pupils were more obedient to rules, and more interested in their studies. The teachers had found the avenues to their consciences; had quickened their sense of right; had waked up in them the desire to be good, and to improve their opportunities to acquire useful knowledge. Last evening we held the annual meeting of our Board of Education. The Superintendent made an elaborate report. In it he assured us that the disuse of corporal punishment in our schools had been productive of excellent effects. And in evidence that the discipline of the schools had been greatly improved by the new methods of government he stated the fact that the number of suspensions for misconduct or persistent inattention to study, from the 1st of May, 1866, to the 31st of December, 1866, when corporal punishment was allowed, amounted to 453; but that in the course of eight months after the order of the board forbidding all such punishment, only fifty-eight suspensions had been found necessary. This must satisfy the most pertinacious advocate of the whip and ferule that the discipline of our schools *has been improved by the entire disuse of such instruments.*"

"The average attendance of boys in Boston grammar schools during the school year 1879-'80 was 12,976, and the number of *reported* corporal punishments dealt out to those boys was 10,973, a number of corporal punishments equal to 84½ per cent. of the number of boys; the lowest in any school being 25 per cent., while the largest was the appalling number of 241 per cent.

"Number of corporal punishments in September, 1,160; October, 1,511; November, 1,191; December, 1,147; January, 1,239; Febru-

ary, 1,246; March, 1,181; April, 748; May, 950; June, 600. Average number of corporal punishments per month during the first seven months of the school year, 1239; average number during the last three months, 766; average reduction during the last three months, 473."

"In view of the foregoing facts, your committee, in perfect accord with the late superintendent, Dr. Eliot, are fully convinced that our public school system would be greatly advanced in the line of true progress, the teachers' profession elevated, our children's sacred rights protected, and the honor and reputation of our city subserved, by the immediate and absolute prohibition of corporal punishment in all our schools.

"Your committee are of the opinion, and in this the late superintendent and the supervisors substantially concurred, that one of the best ways to rid our schools of the incompetent teachers is to place the whole responsibility of the discipline on the principals. If corporal punishment must be inflicted, let the principals inflict it themselves. And, as recommended by Dr. Eliot, let the punishment be inflicted at a session subsequent to the one at which the offence is committed. Let each case be reported in full, with a statement of the offence, the name of the offender, the number of blows struck, and their effect, real or apparent, upon subsequent behavior.

"Then abuses, if they will not cease, will be reduced, and the influence of the principals will be enlisted in quietly, but surely, ridding the schools of incompetent teachers—teachers who can not conduct their classes without the aid of that degrading and demoralizing species of discipline which the greater part of the civilized world has outgrown.

"Then our whole corps of teachers, most of whom are good, kind-hearted, conscientious, noble minded men and women, will no longer have to bear the cruel injustice of having charged to their general credit the shortcomings, the transgressions of the unworthy few."

Mr. Hyde, the writer of the minority report, was until recently one of the most eminent and practical of the head-masters of Boston, and wrote evidently the results of his experience and observation as an educator. He quotes various authorities, as follows:

MINORITY REPORT.

John Swett, principal of the San Francisco Girls' School Class for more than thirty years, holds the following language:

"The foundation of school, as of society, is law and order. The teacher must possess the power of enforcing the regulations which are essential to the existence of the school as a small social organization. School government does not depend wholly upon the teacher; there are two other important factors—home training and the public opinion of the community, of which the school is a part.

The infliction of corporal punishment is one of the questions for the young teacher to meet at the outset of his career. The opinions generally held by practical teachers may be summed up as follows: It should be the aim of teachers to govern without resorting to corporal punishment.

Teachers should have the right to inflict punishment in extreme cases.

In general, it is better to subdue refractory pupils by corporal punishment than to expel them from school.

As most parents are compelled, at times, to resort to corporal punishment in the home government of their children, so most teachers must sometimes resort to it in school.

Occasionally there are men of great will-power, women of great charm of manner, and teachers of long experience, who govern well by moral suasion. Sometimes there are well-bred classes that can easily be controlled without force; but these exceptions afford no basis for the sickly sentimentalism that characterizes all corporal punishments in schools as barbarous and brutal. Most teachers are averse to whipping; they often fail to inflict it when it is absolutely necessary for the good of the school. The traditional pedagogue, whose chief delight was in the ferule and rattan, is extinct. When all children are well governed at home, when all teachers are professionally trained, when all parents are reasonable, when hereditary tendencies are more in harmony with existing social conditions, corporal punishment in school may safely be abolished. When humanity becomes so highly developed that civil law imposes no severe penalties to hold lawless impulses in check, it will be easy for any teacher to govern any school by moral influences only. In extreme cases of wilful and open defiance of authority, punishment may be inflicted publicly and immediately before the school; but, in general, it is better to inflict it in private, not in anger, but coolly and deliberately.

Before whipping, be absolutely sure of the guilt of the offender, and then inflict punishment so thoroughly that it will be remembered. Your object is to inflict pain so as to deter the culprit from further wrong-doing."

"Where a school is well conducted," says Horace Mann, "the minimum of punishment is the maximum of qualifications."

On the subject of corporal punishment, Mr. Perkins, principal of the Exeter Academy, says :

"I am perfectly familiar with the outcry of brutality, dark ages, torture-chambers, that we hear in this connection, and with the testimony of some of the instructors of select or peculiar schools as to the long years during which they have never used the rod. Their testimony is just as valuable as that of a college president who should say that he had never applied the rod to his senior class, or a clergyman who has succeeded in keeping the members of his congregation in order on the Sabbath without flogging them. Notwithstanding all that has been said, it still remains true that pain, wisely, kindly, dispassionately, thoroughly, severely, and privately administered, is often the gentlest and most soothing remedy, bringing wholesome results and leaving no sting behind. The substitute of what is sometimes called moral suasion for corporal punishment, when it consists of bitter, sarcastic words, is a poor one, and bad for the pupil every way. I have sometimes sat in a school-room from which the use of the rod was strictly excluded, where a well-applied birch would be considered out of place as much as thumb-screws and pincers, and have shuddered under the sharp, taunting words and mocking manner of the person occupying the place of teacher; and I have felt that there is an indignity and outrage in the use of hard words that even a cruel infliction of blows could not equal. So far as the objection to corporal punishment tends to remove from it all that is tyrannical, mean, revengeful, cruel, unlovely, the plan is a good one. To exclude it altogether is an extreme only less dangerous than the excessive use of it."

Mr. Henry A. Drake, a member of the School Board, in 1867, in his report on this subject, writes as follows: "Corporal punishment is one of the instrumentalities sanctioned by the best authorities, and justified by the decision of the courts." Blackstone says, "The tutor, or schoolmaster, has such a portion of the power of the parent to restrain or correct, as may be necessary to answer the purposes for which he is employed." The Superior Court of Massachusetts, through Judge Brigham, says: "There must be a reasonable and proper occasion for the use of force. Such occasion would be afforded whenever a pupil, for a violation of a reasonable regulation of the school, deserves punishment, or for withholding obedience to a reasonable requirement, deserves coercion. For the purpose of educa-

tion the law gives to the teacher, to some extent, the power of a parent, and he must punish as parents punish."

The Superior Court of Maine says: "The teacher has responsible duties to perform, and he is entitled in law and in reason to employ the means necessary therefor. It is his business to exact obedience in the school-room, and it is his legal right."

Dr. Joshua Bates, the distinguished principal of the Brimmer School for a third of a century in his recent essay on "Our Common Schools," says: "It is not the use of the rod that is objectionable, but the abuse. All wise and experienced educators in this and other lands have advocated the judicious use of the rod." Dr. Thomas Arnold was confidently of the opinion that corporal punishment is necessary in school government; and such is the decided opinion of all who have had practical experience in public school instruction and government.—*New-England Journal of Education*.

(Continued in next number.)

COMMENTARY ON THE SCHOOL LAW OF INDIANA.



XIV.

RULES AND REGULATIONS AND THEIR ENFORCEMENT.

(CONTINUED.)

10. *Can School Authorities be Compelled to Provide for Instruction in Branches not specifically named in the Law?*—The argument in favor of this proposition is as follows:

(a) "Trustees are required by section 14 of the school law to make an enumeration of all children within their respective corporations between the ages of six and twenty-one years, and children so enumerated are, by repeated decisions of the courts, held to be school children, and have the undoubted right to attend the public schools established in the corporations to which they belong.

By section 10 of the school law trustees are further required to establish schools and employ teachers for the children entitled to school privileges."

(b) "It is fair to assume that the trustees must provide suitable instruction for all the children who have a right to attend school; that is, they must afford them such instruction as their attainments demand. If a child has mastered all the primary branches, and, being less than twenty-one years of age, still desires to attend school, the trustees must provide suitable instruction for him. It is not rea-

sonable to expect him to spend further time on branches which he has mastered. The fact that the law permits children to attend school till they are twenty-one years of age is presumptive proof that the trustees may be required to furnish such instruction as is suitable to their attainments till they reach that age."

(c) "If now the law fixed in express terms the branches that should be taught in the public schools, and prohibited others, we could not be governed by the presumption just stated; but no such limitation is placed upon the trustees. On the contrary, they are expressly enjoined by section 147 of the school law to provide to have taught certain specified subjects, 'and such other branches of learning and languages as the advancement of the pupils may require and the trustee from time to time direct.' The term 'as the trustee may from time to time direct,' in my opinion, merely gives the trustee power to determine what branches are required by the advancement of the pupils.

In the case of *Grubbs and Dungan v. Williams, Trustee*, in the Johnson Circuit Court, the plaintiff asked for a writ of mandate to compel the defendants to have their children taught algebra and Latin in an ordinary district school. The court issued the mandate in regard to algebra, and refused it in regard to Latin, solely on the ground that the plaintiffs had not made a suitable demand on the trustee in regard to that study, holding that it was his duty to cause Latin to be taught, if the attainments of the pupils required it, and that he could be compelled to do so by suitable proceedings.

In deciding the cause the Court argued in substance as follows:

"Section 26 of the act of March 6, 1865, 3 Ind. Stat. 448, confers on the patrons of schools the power to elect that branches of learning in addition to those prescribed by the general law, as in section 34 (3 Ind. Stat. 450), shall be taught in their schools, and that section 147 (*Id.* 538), makes it the duty of school trustees to cause such 'other branches of learning and other languages as the advancement of pupils may require' to be taught therein.

These two provisions of the law are not inconsistent with each other. The intent of the Legislature was that 'other branches of learning and other languages' should be taught in the public schools whenever the pupils therein were sufficiently advanced in the elementary branches as provided for in section 34 *supra*; and in order that the legislative intent might be made effective two modes of acting were provided for:

1. The voters were empowered to act. But, lest from any cause they failed in their duty and left those entitled to the benefits of the public schools without a remedy, then

2. The school trustees could act, and, they being public officers, could be compelled by the courts to perform their duty in case they neglected to do the same.

But if, as contended at bar, sections 26 and 147 were inconsistent with each other, then section 147, being the last expression of the Legislature, will govern.

The statute provides that the trustee 'shall provide to have taught in them orthography, etc., etc., and such other branches of learning and other languages,' etc., etc.

The language is imperative. Sometimes *shall* is construed to mean *may*, but never where a public or private right will be impaired by such construction. (*Wheeler v. Chicago*, 24 Ill. 105; *Blake v. Portsmouth*, 39 N. H. 435.)

The language is not only imperative, but it is unambiguous, unless we except the clause 'and the trustee from time to time elect.' But an ambiguous phrase concluding explicit language of precedent matter can have no weight. If it can not be reconciled with such precedent matter it must fall. (*Dickson v. Nelson*, 4 Ind. 280; *The State v. Williams*, 8 Ind. 191.)

The action of the trustee is conditioned upon the fact that the advancement of the pupils requires other studies to be introduced in addition to the common branches.

I think the argument here adduced equally applicable to trustees in cities as to those in townships, as the language of the statute applies to both alike."

It may be asked, Is there not some limit to the course of study which school officers may be required to furnish? There certainly should be. It is certainly not contemplated by the law that our common schools should become universities. School authorities ought to be allowed to exercise some discretion in regard to the course of study arranged by them. All laws must be administered in reason. And I can not doubt that our Supreme Court would hold that school officers would be justified in placing the limit of instruction at the point already established by universal custom, and that it would decide that all those who desire higher instruction at the hands of the state should find it in the State University.

11. *Authority over Pupils going to and from School.*—In regard to the power of the teacher to enforce rules and regulations governing pupils on their way to and from school, the Supreme Court of Indiana has not spoken; but the following from the Supreme Court of Vermont will be regarded as sound in principle, viz :

"A. B. Seaver was a teacher in the State of Vermont: Peter Lander, Jr., a lad eleven years of age, was his pupil. After school had been dismissed for the day and young Lander had returned home, he was sent to drive up the cows, and whilst passing the residence of Mr. Seaver, in the teacher's hearing and in the hearing of some of Lander's fellow-pupils, he called him *Old Jack Seaver*. When the boy returned to school the next day the teacher punished him for his contemptuous language. This at once brought on litigation, which ended in the Supreme Court of the State. In the case of *Peter Lander, Jr., v. A. B. Seaver*, 32 (Shaw) Vermont, p. 112, the Court says as follows :

"Though a schoolmaster has, in general, no right to punish a pupil for misconduct committed after the dismissal of school for the day, and the return of the pupil to his home, yet he may, on the pupil's return to school, punish him for any misbehavior, though committed out of school, which has a direct and immediate tendency to injure the school and to subvert the master's authority."

"It is conceded that his right to punish extends to school laws, and there seems to be no reasonable doubt that the supervision and control of the master over the scholar extends from the time he leaves home to go to school till he returns home from school. Most parents would expect and desire that teachers should take care that their children, in going to and returning from school, should not loiter, or seek evil company, or frequent vicious places of resort. But in this case, as appears from the bill of exceptions, the offense was committed an hour and a half after the school was dismissed, and after the

boy had returned home and while he was engaged in his father's service. When the child has returned home or to his parents' control, then the parents' authority is resumed and the control of the teacher ceases, and then for all ordinary acts of misbehavior the parent alone has the power to punish. It is claimed, however, that in this case, 'the boy, while in the presence of other pupils of the same school, used towards the master, in his hearing, contemptuous language, with a design to insult him, and which had a direct and immediate tendency to bring the authority of the master over his pupils into contempt, and lessen his hold upon them and his control over the school.' This misbehavior, it is especially to be observed, has a direct and immediate tendency to injure the school, to subvert the master's authority, and to beget disorder and insubordination. It is not misbehavior generally, or towards other persons, or even towards the master in no ways connected with or affecting the school. For as to such misconduct committed by the child after his return home from school, we think the parents, and they alone, have the power of punishment. But when the offense has a direct and immediate tendency to injure the school, and bring the master's authority into contempt, as in this case, when done in the presence of other scholars, and of the master, and with a design to insult him, we think he has the right to punish the scholar for such acts if he comes again to school."

The following upon this subject is from an excellent French treatise upon education, by J. Willm, Inspector of the Academy at Strasbourg, p. 176 :

"The last question which presents itself is, how far teachers should pay attention to the conduct of the pupils out of school, and especially at the time when they resort to it or return home. The road leading to school is truly a part of it, if we may so speak, as well as the playground, consequently any disorders committed by the pupils ought to be suppressed by the teacher. He ought especially to watch over them at their play, for the sake of discipline as well as for that of education in general. Their games are, as has been said, of serious importance to him. The conduct of pupils, when under the parental roof, and everywhere but in school or on the road leading to it, escape all the means of discipline ; but the teacher ought not to be indifferent to that conduct, especially in the country ; he should carefully inquire concerning it for the sake of moral education. For the same reason he will have to watch over his own conduct out of school, and avoid whatever might tend to diminish that respect his pupils owe to him, and which is the chief condition of the success of his mission."

12. Corporal Punishment.—In regard to the right of a teacher to enforce rules and regulations by corporal punishment, I quote from our Supreme Court some remarks which should be read by every teacher and school officer. A perusal of the whole opinion would be desirable, but space can be given to an extract only.

It is as follows :

"The law still tolerates corporal punishment in the school-room. The authorities are all that way, and the Legislature has not thought proper to interfere. The public seem to cling to a despotism in the government of schools which has been discarded everywhere else. Whether such training be congenial to our institutions and favorable

to the full development of the future man, is worthy of serious consideration, though not for us to discuss. In one respect the tendency of the rod is so evidently evil, that it might, perhaps, be arrested on the ground of public policy. The practice has an inherent proneness to abuse. The very act of whipping engenders passion, and very generally leads to excess, where one or two stripes only were at first intended, several usually follow, each increasing in vigor as the act of striking inflames the passions. This is a matter of daily observation and experience. Hence the spirit of the law is, and the leaning of the courts should be, to discountenance a practice which tends to excite human passion to heated and excessive action, ending in abuses and breaches of the peace. Such a system of petty tyranny can not be watched too cautiously nor guarded too strictly. The tender age of the sufferers forbids that its slightest abuses should be tolerated. So long as the power to punish corporally in schools exists, it needs to be put under wholesome restriction. Teachers should, therefore, understand that whenever correction is administered in anger or insolence, or in any other manner than moderation and kindness, accompanied with that affectionate moral suasion so eminently due from one placed by the law "*in loco parentis*"—*in the sacred relation of parent*—the courts must consider them guilty of assault and battery, the more aggravated and wanton in proportion to the tender years and dependent position of the pupil. Were it within the province of these discussions, how many other objections to the rod, based upon its injurious moral influence on both teacher and pupil, might be assumed. One thing seems obvious: the very act of resorting to the rod demonstrates the incapacity of the teacher for one of the most important parts of his vocation, namely, school government. For such a teacher the nurseries of the Republic are not the proper element. They are above him. His true position will readily suggest itself. It can hardly be doubted but that public opinion will, in time, strike the ferule from the hands of the teacher, leaving him, as the true basis of government, only the resources of his intellect and heart. Such is the only policy worthy of the state, and of her otherwise enlightened and liberal institutions. It is the policy of progress. The husband can no longer moderately chastise his wife; nor, according to more recent authorities, the master his servant or apprentice. Even the degraded cruelties of the naval service have been arrested. Why the person of the school boy, 'with his shining morning face,' should be less sacred in the eye of the law than that of the apprentice or the sailor, is not easily explained. It is regretted that such are the authorities—still, courts are bound by them. All that can be done, without the aid of legislation, is to hold every case strictly within the rule; and if the correction be in anger, or in any other respect immoderately or improperly administered, to hold the unworthy perpetrator guilty of assault and battery." 4 Ind. 290.

I insert also the following from a Circuit Court:

"1. A school teacher, while in in the school-room, is responsible for maintaining good order, and he must be the judge to some extent, of the degree and nature of the punishment required when his authority is set at defiance, and although he will be held amenable to the law, for any abuse of this discretion, still he will not be held liable on the ground of excessive punishment, unless the punishment is clearly excessive, and would be held so in the judgment of reasonable men.

"2. A teacher, in the exercise of the power of corporal punishment, must not make such power a pretext for cruelty and oppression; but the cause must be sufficient, the instrument suitable, and the manner and extent of the correction, the part of the person to which it is applied, and the temper in which it is inflicted, should be distinguished with the kindness, prudence and propriety which become the station.

"3. A school teacher is liable criminally if, in inflicting punishment upon his pupil, he goes beyond the limit of reasonable castigation, and, either in the mode or degree of correction, is guilty of any unreasonable or disproportionate violence or force, and whether the punishment was excessive under the circumstances, is a question for the jury.

"4. A parent is justified in correcting his child by administering corporal punishment, and a school-master, under whose care and instruction a parent has placed his child, is equally justified in similar correction; but the correction in both cases must be moderate and given in a proper manner.

"5. As to the spirit in which the punishment must be administered by the teacher, I would say it should not be done in malice, and for the purpose of gratifying a malicious feeling, but in a proper spirit, with the sole object of maintaining his authority and preserving the order and decorum of his school; and even when inflicted in this spirit, it must not be excessive or inhuman; for such excess, the party inflicting it will be guilty of assault and battery."

13. *Rules and Regulations must be Reasonable.*—School authorities may have the right to make a rule upon a certain subject; but they may make a rule upon that subject that is unreasonable. They would undoubtedly be liable should they enforce an unreasonable rule. The reasonableness of a rule would be a question for the court to determine should a case be made up.

XV.

THE EMPLOYMENT OF TEACHERS IN TOWNSHIPS.

THE LAW.

SECTION 10. The trustees * * * shall employ teachers, * * *

SEC. 28. Trustees shall employ no person to teach in any of the common schools of the state, unless such person shall have a license to teach issued from the proper state or county authority, and in full force at the date of the employment; and any teacher who shall commence teaching any such school without a license shall forfeit all claim to compensation out of the school revenue for tuition, for the time he or she teaches without such license; and if a teacher's license shall expire by its own limitation within a term of employment, such expiration shall not have the effect to stop the school, or stop the teacher's pay, * * *

SEC. 26. * * * and the said trustee shall not employ any teacher whom a majority of those entitled to vote at school meetings have decided, at any regular school meeting, they do not wish employed; * * *

SUPPLEMENTAL SEC. f. * * * The township trustee shall specify in a written contract with each teacher, that such teacher shall attend the full session of each township institute contemplated herein, or forfeit one day's wages for every day's absence therefrom, unless such absence shall be occasioned by sickness.

COMMENTS.

1. *Do the Trustees or Patrons Select Teachers?*—The revised school law of March 6th, 1865, section 26, provides among other things that "such (school) meetings shall have power to designate their teachers, etc." Thus the law stood until 1873, when by an act, approved March 8th, 1873, section 26 was amended by striking out the clause quoted above. The law which now governs the selection and employment of teachers is quoted above.

There is no provision of the law, authorizing any other person than the trustee to *select* a teacher. It is therefore held that the provision authorizing the trustee to *employ* a teacher, also authorizes him to *select* a teacher, and that school meetings are not empowered, by the law, with the authority to designate or employ teachers. The trustee has therefore the power to employ any regularly licensed teacher he may choose, to whom objection has not already been made in accordance with the provisions of section 26, quoted above.

In some of our townships, the trustees, by courtesy, still permit the voters of the district to select their respective teachers. I doubt the right of the trustee to deputize any person or persons to select the teachers for his schools. The law wisely holds the trustee responsible for the faithful performance of this duty. He is bound to see to it that he obtains the best teachers for the schools of his township that his money will secure. He can not be credited with having done his duty, unless he takes time and care, and hard work if necessary, to secure this result. The trustee has no right to employ a poor teacher when his money will control the services of a good one. He has certainly no right then, to put it out of his power to thus use his best judgment in the selection.

2. *The Teacher's Qualifications.*—The popular opinion that anybody can teach a country school is a very serious mistake. To teach a good school requires not only a high degree of scholarship, but it requires also peculiar fitness of disposition and manners. Scholarship is a necessity in the school-room, but good sense and tact are just as necessary. A good teacher must not only have accurate knowledge of the subjects taught, but he must also be thoroughly acquainted with the best methods of instruction, and must understand and be in sympathy with child nature. All this is very well understood by the ablest managers of our city and town schools. They know that a well trained teacher can do more for the children in a week than an inexperienced or untrained teacher can in a month. It is often the case that some of our poorer teachers do more harm to the children than good. Their influence is positively pernicious. If the children were left entirely to the instruction of some of them, they would grow up without right habits of thought, without proper methods of investigation, without self-control and without proper self-respect. They would have little love for learning; and with poor behavior and worse speech, they would respect neither the rights of others nor the law of the commonwealth in which they live.

Surely the great work of training the youth in our schools requires no unskillful hand; and skilled labor is just as necessary in the country school as in the city school, in the primary department as in the high school. Indeed, I am not sure that it does not require more ability to properly teach a little child to read well than it does to teach history and arithmetic to a boy or girl twelve years of age, and that it does not require more tact, more judgment and more skill to organize, govern and teach a mixed country school than it does to take charge of a well graded, perfectly organized and thoroughly supervised city school.

3. *Tenure of Office for Teachers.*—The frequent change of teachers is one of the most serious obstacles to the advancement of our country schools. It is a general custom in the state to employ one teacher for the winter term, and another for a summer term of school. A continuous school of five months, taught by one teacher, is worth more than two terms of three months each, taught by different teachers.

Besides this, our best teachers will not teach in districts where they can obtain employment for but three months. They seek those places where the term is longer, and where they can get continuous service. If our schools could be continued at least six months, dividing the time into two terms, having two or three weeks' vacation between them, I think our best teachers could be induced to remain longer in the profession than they now do, even at the same rate of wages as is now paid. Trustees are recommended to employ teachers by the year if possible. Attention is here called to the remarks on the temporary consolidation of districts under the head of Location of Schools.

4. *Compensation of Teachers.*—This leads me to a brief discussion in respect to the pay of our country teachers. The question of supply and demand will not, of itself, determine the amount of money which ought to be spent for the instruction of the children of any particular county. If the wages were largely reduced there would still be enough boys and girls in the state who would be glad to play the teacher at a dollar and a half a day. Our best teachers are those who can earn from two to three dollars per day in almost any kind of business, hence if they teach at a lower per diem they will make teaching a temporary occupation merely, and will finally leave the business altogether. The brevity of the school term and the meagerness of the wages in some of our counties, drive about twenty per cent. of our most experienced teachers out of the profession each year.

I believe that our best teachers do not, as a general rule, receive as much as they earn, while our poorest teachers receive more than they earn. The country school children have a right to be taught by skilled instructors, the best that can be found. Intelligent economy demands that such only be employed. Before passing from this point, I wish to say that the attempt which is sometimes made to lengthen the term of the school by employing cheaper and less competent teachers, is very unwise. A short term of school with a thoroughly competent instructor, is far better than a long term of school with an incompetent teacher.

The best teachers should be employed by the trustees, and they should be continued in the same school as long as possible.

5. *Can a Trustee Pay an Unlicensed Teacher?*—The following opinion of the Supreme Court was given upon the construction of a statute of 1855, but the language of the present law is almost identical with that of 1855, hence the opinion would govern under the present statute.

Harrison Township of Cass County v. Conrad and others. Public Schools.—Teacher.—One who renders service as a teacher in the common schools without having procured the certificate of qualifications required by law, can not recover for such services.

Appeal from Cass Common Pleas.—Frazer, J. The only question in this case, is whether a teacher who is employed for service in one of our public schools, having at the time no certificate of qualifications, can recover for such services?

The statute expressly prohibits the employment of a teacher having no certificate of qualifications. 1 G. & H. 560. The officer having authority to employ teachers can not nullify this law. It was intended by the requirement of a certificate of qualifications to guard against the squandering of a sacred public fund upon persons assuming to teach without being capable of performing a teacher's duties, and to insure the employment of competent persons only, as teachers, thereby making the schools useful as instruments for the education of the young.

That an officer can, either expressly or by implication, set at defiance an express statute defining and limiting his official authority, and by doing what he is forbidden to do, waive what the law palpably requires, is a proposition which is best answered by merely stating it. 26 Ind. 337."

6. *Can a Trustee Employ an Unlicensed Teacher?*—a. Question—Has a school trustee the right to permit a person who has no license, to teach in the public schools of the state, provided such person will teach without compensation?

Answer—Section 28 of the school law provides, among other things, as follows:

"Trustees shall employ no person to teach in any of the common schools of the state, unless such person shall have a license to teach issued from the proper state or county authority, and in full force at the date of employment; and any teacher who shall commence teaching any such school without a license, shall forfeit all claim to compensation out of the school revenue for tuition, for the time he or she teaches without such license."

The purpose of these provisions is two-fold:

1. The treasury must be protected. Hence the trustee is prohibited from contracting to pay out public moneys to a person for services in the public schools of the state, unless such person can produce evidence that he is properly qualified for the work. This is a wise restriction, because public moneys must not be paid out to incompetent teachers.

2. The children must be protected. This is a matter of greater importance than the financial question. It matters comparatively little whether the treasury be protected or not, if the children are made to suffer through incompetent instruction. It must be made certain that the children will be properly taught. The state requires it, the children have the right to demand it. The trustee should pro-

tect the treasury, but he should protect the children also. This end would not be secured if a trustee should permit a person to teach who could not obtain a license, even if the person would teach without compensation. It seems to me that the restriction implied in the term "shall not employ," should be understood to mean that the trustee shall not permit unlicensed persons to teach. It is quite clear that the question should be answered in the negative.

b. Question—A trustee wishes to employ a teacher for five months at \$40 a month. The teacher fails to obtain a license, and the trustee makes a contract with the teacher by which she is to teach one month without compensation. If she then succeeds in obtaining a license, the trustee agrees to pay her \$50 a month for the remaining four months. Is the trustee justified in making this arrangement?

Answer—No. It is an attempt to evade the school law. The trustee has no right to permit a person to teach in the public schools of the state unless such person holds a valid license at the beginning of the term for which such person is employed. (See answer to previous question.) It may be said that if the teacher subsequently obtains a license, it is evidence that she was properly qualified to teach during the time she taught without a license; but this is not necessarily so. A person may not be qualified to teach a school, at a particular time, but through the discipline of a month of blunders, mistakes, and hard study, she may be able to show competency at a subsequent examination. In such a case she has been learning her business at the expense of the children. The safe course is to carry out the letter of the law.

c. Question—A trustee employs a principal of a graded school and pays him \$80 per month, with the understanding that the principal will employ an assistant and pay her out of the \$80 per month. The principal employs an assistant who has no valid license. Is this a legal transaction?

Answer—The transaction is in clear violation of the law. It is the business of the trustee to employ teachers, subordinate as well as principal. He can not rid himself of this responsibility. It is the duty of the trustee to employ the principal and pay him what his services are worth, and no more. It is the duty of the trustee to employ the subordinate teacher and pay her what her services are worth. The trustee may seek the advice of the principal in selecting the subordinate, but he has no right, under the law, to *permit* a person to teach, even in a subordinate position, who does not hold a valid license from the superintendent of the county in which the school is situated, or from the State Board of Education. The plea that the trustee pays the subordinate teacher nothing is a mere evasion. If it were not, the reason given in answer to the first question in this number would be sufficient to restrain a trustee from *permitting* a person without license to teach.

7. If Additional Branches are Required.—If a trustee decides to have branches taught in a school additional to those required by law, he should require the teacher to hold a license covering those branches before he makes a contract.

8. Trustee Limited in Selecting Teachers by Peremptory Challenge.
Question—What limitations are placed upon the township trustees, in the selection and employment of teachers?

Answer—The limitations mentioned in the law are as follows, viz: Section 28 provides that "Trustees shall employ no person to teach in any of the common schools of the state, unless such person shall have a license to teach issued from the proper state or county authority, and in full force at the date of employment." Section 28 also provides that "the said trustee shall not employ any teacher whom a majority of those entitled to vote at school meetings have decided, at any regular school meeting, they do not wish employed."

It will thus be seen that a trustee of a township may employ any qualified person, to whom objection in legal form has not been made. This objection is known as the peremptory challenge, and may be made without the assignment of any reason therefor on the part of the objectors.

9. At what Meeting can the Peremptory Challenge be Made?—

Question—Must not the objection, on the part of the patrons of a school, to the employment of a particular teacher, be expressed at the regular annual meeting, held on the 1st Saturday in October, if at all?

Answer—It is held that all school meetings, called in accordance with the provisions of the law, are regular meetings, hence the patrons of a school have the right to object to the employment of any particular person to teach their school, at any legal school meeting, held prior to the employment of the teacher by the trustee.

10. Can Peremptory Challenge be Made after Contract has been Made?—**Question**—A township trustee makes a contract with a teacher, and the patrons of the school for which he was employed, subsequently hold a meeting and decide that they do not wish said teacher employed. Is the action of the patrons valid, and does it set aside the contract already made between the trustee and the said teacher?

Answer—A strict interpretation of the phraseology of the language of the statute, indicates that a peremptory challenge of a teacher by the patrons of a school, to be valid, must be made *before* a contract has been made by the trustee and the teacher. In interpreting a statute of this kind, however, the general spirit and intent of the law should be considered. There are two parties whose rights are involved in this question, the patrons of the school and the teacher. The law seeks to protect both. The contract provided for in the law is mutually beneficial to both parties. By it a teacher binds himself to serve the patrons, and deprives himself of the right to contract his services to any other party; this affords security to the people. On the other hand, the trustee, as the agent of the people, binds himself to give the teacher employment and to pay him a reasonable compensation for his services; this should afford security to the teacher. The people now have the right to demand that the teacher perform competent service, in accordance with the law, which is and must always be made a part of his contract. The teacher certainly does not violate his part of the contract until he fails to perform the competent service agreed upon. It would seem, therefore, that if a teacher had made a legal contract with a trustee, by which he was bound under the law to perform a particular service and for a specified compensation, it would be unjust to deprive him of the benefits arising from the contract, by a peremptory challenge which did not even

permit him to show that he was able and willing to perform the service agreed upon.

It is therefore held that a peremptory challenge, by the patrons of the school, to be valid, must be made prior to the employment of the teacher by the trustee, and that the right of peremptory challenge does not exist after a legal contract has been made.

This opinion is sustained by a Supreme Court decision in *City of Crawfordsville v. Hayes*, 42 Ind. 210, in the following language, viz:

"Where a teacher has been employed for a definite length of time, and has in all respects fulfilled the contract on his part, and discharged all the obligations resting upon him as such teacher, he can not be legally discharged from employment, without his consent, until the expiration of the term of his employment."

This extract is taken from a decision in reference to the dismissal of a teacher in a city; but the argument of the court shows that the language used enunciates a general principle, applicable alike to city, town and township.

11. Mode of Peremptory Challenge.—If a majority of all the persons entitled to vote at school meetings vote at a regular school meeting that they do not want any woman employed to teach their school, or if they vote that they do not wish any one employed but Mr. A., would either of these be regarded as a legal peremptory challenge?

Answer—No. This would be an indirect mode of exercising a power not conferred upon school meetings by the law. If the voters at school meetings wish to prevent the trustee from hiring any person or persons, they must vote specifically to prohibit the trustee from employing Mr. A, Mr. B, or Mr. C, as the case may be. They may undoubtedly name any number of persons in the prohibition. But the trustee can employ any properly qualified person not named in the prohibitory resolution.

12. At what Time can Trustee Make Contracts?—The opinion of the Attorney General on this point is as follows:

"You ask whether a contract made by school trustees of a town with teachers in the month of March, for the teaching of a school the next school year, is legal?

By section 5 of the school law, as amended in 1873 and 1875, the trustees of incorporated towns are directed to elect school trustees in the month of June in each year, and by section 26, as amended in 1873, the school year begins the first Monday in July in each year. I think, taking these provisions together, it is most consistent with the intention of the legislature to hold that so far as practicable, all matters pertaining to the school year should be left to the discretion and management of the trustees entrusted with the duty of administering the affairs of the schools during the time they are in office. It would be detrimental to the public interests to permit retiring officers to bind their successors in office in the matter of employing teachers for the succeeding year, as they might foist upon them persons as teachers that were highly objectionable, and thus destroy that harmony which should exist between the employers and the employees. As there would seem to be no necessity for earlier action, I should think the teacher should be employed by the trustees who are required to run the schools during the school year."—WOOLLEN, Attorney General.

This opinion was given in answer to a question asked by a city school officer, but the reasoning is equally applicable to the trustee of a township.

13. *Can the Patrons Petition in regard to Teachers?*—Question—Have the patrons of a school the right to meet for the purpose of designating their teacher, and is it the duty of the trustee to employ the teacher who has been chosen at such a meeting?

Answer—While there are no provisions of the law authorizing meetings for such a purpose, there is certainly no statute prohibiting them. A vote by the patrons of a school in favor of a teacher can not, however, control the action of the trustee in the employment of a teacher. Any action of this kind must be regarded as advisory or as a petition merely. If the patrons of a school are united in the choice of a thoroughly competent person to teach their school, and the trustee is under no obligation to any other person, he may properly employ the person so designated; but it should be observed that the trustee is responsible under the law for the selection of suitable persons to teach the schools of his township. This responsibility he can not alienate. If he should delegate it to an agent, he is still responsible. He can not, in the eye of the law, be relieved of this responsibility even by a vote of the patrons of a school. The trustee should, therefore, be sustained if he should exercise the authority reposed in him by the law.

14. *Written Contracts should be Made.*—Trustees are required to make a *written* contract with all teachers employed by them, binding the teacher to attend the township institute. Inferentially the law also requires a written contract in regard to wages, time of commencing school, etc. Trustees are recommended to insist in all cases upon such written contract. See chapter on the law of contracts.

15. *Can Trustees be Enjoined from Employing Unauthorized Teachers?*—Question—If a trustee permits a person to teach who has not obtained a proper license, what remedy have the people?

Answer—A suit can be brought against him for violation of the law, and an injunction can be obtained from a court of competent jurisdiction restraining the trustee from permitting an unauthorized person to teach. If the trustee should pay out any of the public moneys to any person not authorized to teach by the law, the money can be recovered from the trustee by a suit.

EDITORIAL.

PAY UP!—This means you, reader, if you are behind with your subscription. The rule of this Journal is "pay in advance," and out of more than 4,000 paying subscribers less than 400 are on our books marked *not paid*. We always like to begin a new year "square with the world," and desire to have our books squared by that time. As teachers always keep their promises we shall expect a settlement when they make a *draw* on trustees.

CORPORAL PUNISHMENT is a much discussed question at all times, but is receiving special attention in Boston at the present. We print both sides of the question this month, as presented in the majority and minority reports of the Boston School Board Committee. That teachers may have the strongest arguments that can be given on both sides the Journal will continue to give what is developed in this subject.

DR. HARRIS'S LECTURES—A RARE TREAT.—Dr. Wm. T. Harris will deliver a course of six lectures on the History and Philosophy of Education, at Indiana University, beginning about the 10th of February next. These lectures will be free, not only to all members of the University, but to all the teachers and superintendents of the state. The trustees of the University deserve credit for this generous arrangement, and if hundreds outside the University do not attend it will be because their duties elsewhere positively forbid. No one who desires to master the principles of his profession will miss these lectures if he can possibly help it. No man in America is better qualified to give such lectures. For particulars as to dates, subjects, etc., see January Journal.

SUGGESTIVE ANSWERS TO QUESTIONS.—As before stated the answers to questions after this month will not follow the usual routine course. Instead of answering all the questions, the simple and the difficult alike, the members of the State Board feel that it will be far more profitable to the teachers if they omit answers to questions when the answers are generally known or can be learned without difficulty by referring to any text-book on the subject, and devoting the space to answering the more difficult only, more particularly to discussing principles involved and making suggestions as to forms and methods. Such a change we believe will meet with the hearty approval of teachers, and that these suggestive answers will be highly profitable is insured by the character and ability of the men composing the State Board. Unless we greatly mistake this will prove a very attractive feature of the Journal.

VOLUME XXV.

This number concludes the 25th volume of the Journal, and the editor flatters himself that this volume will compare favorably with any of its predecessors, and also that it will compare favorably with any of its contemporaries. The circulation was never before quite so large, and this in the face of the fact that never before was there so much competition with other papers published both in and out of the state. This is taken as a proof that the Journal is what the teachers need and appreciate.

The Commentaries on the School Law, by Supt. Smart, have been highly appreciated, and are doing much to acquaint both teachers and trustees with the minutiae of our school law. These commentaries will be continued i

Vol. XXVI, till they are completed. Arrangements have been made whereby a series of articles on primary subjects will appear next year. The editor does not intend that Vol. XXVI. shall be inferior to any of its predecessors. It will be noticed that this volume contains nearly 700 pages exclusive of advertisements, an amount not excelled by more than one other monthly journal published. It will be noticed, also, that considering the amount of matter given, it is as cheap as the cheapest.

As quite a number of subscriptions expire this month it is hoped that every old subscriber will renew, and not only this but will send an additional name with his own. After twenty-five years of faithful service the Journal feels that it has earned the right to the friendship of every teacher in the state, and on this score it has no reason to complain. *Merry Christmas to all.*

CELEBRATION OF WHITTIER'S BIRTH-DAY.

The September number of the Journal urged the importance of teaching children to read good literature, and as a means to this end, suggested the propriety of taking some one author and making him and his works a specialty for a time, and thus make what is learned cumulative and more effective. It suggested that Whittier be taken first, and that the anniversary of his birth-day be celebrated December 17th. The October number of the Journal contained an article giving an extended sketch of his life, together with the names of his principal poems and the characteristics of his poetry. The November number contained additional information.

The Journal feels highly complimented and much gratified to know that its suggestions in this regard have been so kindly and so generally received. Information comes that large numbers of schools in all parts of the state are preparing for the celebration. One county superintendent writes: "Every school in my county will celebrate Whittier's birth-day." Beyond any question this effort on the part of teachers will result in awakening an interest in good reading on the part of both children and parents, and do much to decrease the demand for "dime novels."

This additional item: Wasson, in his characterization of Whittier, says, "Imagination exists in him not as a separable faculty, but as a pure, vital suffusion. Hence he is an inevitable poet. There is no drop of his blood, there is no fibre of his brain, which does not crave poetic expression. Whoever has common-sense has the powers by which he may be approached.

And yet he is not only a real poet, but he is all poet. The muses have not merely sprinkled his brow; he was baptized by immersion. His notes are not many, but in them nature herself sings. He is a sparrow that half sings, half chirps, on a bush; not a lark that floods with orient hilarity the skies of morning; but the bush burns, like that which Moses saw, and the sparrow herself is part of the divine flame."

His volume of poems should be in every home. They are really household gems.

GEMS OF THOUGHT.

Teach these to the children, and thus fill their minds with noble sentiments and inspire their hearts to wise living:

"The tissues of the Life to be,
We weave with colors all our own;
And in the field of destiny
We reap as we have sown."

In "Raphael" Whittier thus expresses himself upon man's ability to build his own character; to shape his future whether it be for eternal happiness or woe.

KINDNESS.—Life is made up, not of great sacrifices or duties, but of little things in which smiles and kindnesses and small obligations, given habitually, are what win and preserve the heart and secure comfort.—*Sir Humphrey Davy.*

Kindness is the golden chain by which society is bound together.—*Goethe.*

That best portion of a good man's life—his little, nameless, unnumbered acts of kindness and love.—*Wordsworth.*

Speak gently to the erring—oh! do not thou forget,
However darkly stained by sin, he is thy brother yet;
Heir of the self-same heritage, child of the self-same God,
He hath but stumbled in the path thou hast in weakness trod.

[*F. G. Lee.*

In this verse is a sermon on kindness, charity, human brotherhood, and christian forbearance.

"A dreary place would be this earth,
Were there no little people in it;
The song of life would lose its mirth,
Were there no children to begin it."

[*Whittier.*

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR OCTOBER, 1880.

- WRITING.—1. How do you teach pupils to hold the pen? 10
2. What is a left curve in writing? 10
3. Is there any difference between a space in height and a space in width of the small letters? If so, what is it? 2 pts., 5 each.
4. Analyze the small *w* according to your method of teaching. 10

5. Give a general classification of the capital letters. 10
Write this couplet as a specimen of your writing:

"Guide well the pen, its magic touch can fling
The gems of knowledge from the mind's plum'd wing." 1 to 50

SPELLING.—1. What five different letters or combinations of letters may be used to represent the sound of *u* in *burn*? 10

2. Give the rule for doubling the final consonant of a word on receiving a suffix beginning with a vowel. Illustrate each part of the rule. 10

3. Of what value is the spelling-book as a text-book in schools? 10

4. Indicate the sounds of the following letters by use of the proper diacritical marks: *Height*; *aisle*; *people*; *guard*; *gaol*. 10

5. Spell 20 words pronounced by the examiner. 60

READING.—1. To what extent should pupils learn to read by imitation? 10

2. State the reasons for requiring every pupil to be able to pronounce every word in the sentence or paragraph at sight, before he is called upon to read it 10

3. What is the general principle by which we determine where the emphasis shall be placed in reading? 10

4. Make out a list of questions which might be written upon the black-board to aid the pupil in the preparation of the following reading lesson:

THE OLD CLOCK ON THE STAIR.

Somewhat back from the village street
Stands the old-fashioned country-seat;
Across its antique portico
Tall poplar trees their shadows throw;
And from its station in the hall,
An ancient time-piece says to all:—
"Forever—never!
Never—forever!"

Half way up the stairs it stands,
And points and beckons with its hands;
And from its case of massive oak,
Like a Monk, who, under his cloak,
Crosses himself, and sighs,—alas!
With sorrowful voice to all who pass!
"Forever—never!
Never—forever!" 10

5. State in your own words the thought expressed in the second stanza. 10
6. The candidate should read a selection, upon which he may be graded from 1 to 50.

ARITHMETIC.—1. Are the following correct? If not, give the reason.

$$4 \text{ ft.} \times 4 \text{ ft.} = 16 \text{ sq. ft.}$$

$$4 \text{ bu.} \times 4 = 16 \text{ pecks.}$$

$$\$400 \times 4 \text{ c.} = \$16.$$

$$4 \text{ bbl.} \times \$4 = \$16.$$

8 pts., 2 off each.

2. Divide L. C. M. of 9, 15, 21, 35, 63, 72, and 280 by G. C. D. of 805 and 2079. L. C. M. 3; G. C. D. 4; Ans. 3.

3. Represent the following by appropriate diagrams:

- (1) a square; (2) a rectangular solid; (3) a square pyramid; and (4) a cylinder. 4 pts., 3 off each.

4. How many pump logs, each 12 ft. long, will it take to bring water to my house from a spring 1.375 miles distant? Proc. 5; ans. 5.

5. How many loads of sand at $3\frac{1}{2}$ a load, will pay for 290 $\frac{3}{4}$ yds. of cloth at $\$1\frac{1}{2}$ a yard? Proc. 5; ans. 5.

6. If one gram of quinine cost \$.0535, what will one kilogram cost? Proc. 5; ans. 5.

7. An orchard containing 7.5 acres is 6 per cent. of the whole farm on which it is situated. How many acres in the farm? Proc. 5; ans. 5.

8. What principal in 1 yr. 11 mos. 18 da., at 5 per cent. per annum, will produce \$41.28 interest? Proc. 5; ans. 5.

9. A and B together can do a piece of work in 15 da.; A and C in 12 da.; B and C in 8 da. How many days will it take all together to do it? Proc. 5; ans. 5.

10. Prove that the sum of an arithmetical series is equal to the sum of the extremes multiplied by one-half the number of terms. 10 or 0

GRAMMAR.—1. Correct:—We must respect such as him. Parse *as*. 2 pts., 5 each.

2. Punctuate:—Although we seldom follow advice we are all ready enough to ask it. 10

3. "Why do you mark me so low?" will be asked by many an applicant. Parse *low* and *asked*. 2 pts., 5 each.

4. Analyze the above sentence. 10

5. Conjugate the verb *must* in all its moods and tenses. 10

6. Give the corresponding masculine or feminine forms of the following nouns: maid, niece, youth, roe, monk. 5 pts., 2 each.

7. Write a sentence containing an infinitive and its object, depending on a participle. 10

8. He that lacks time to mourn lacks time to mend. Parse *he* and *that*. 2 pts., 5 each.

9. In the above sentence parse *mourn* and *lacks* in the dependent clause. 2 pts., 5 each.

10. Correct:—Each one of the vowels represent several sounds. There is sometimes more than one auxiliary to the verb. 2 pts., 5 each.

GEOGRAPHY.—1. Give three proofs of the interior heat of the earth. 3 pts., 4 off for each error.

2. Why is the polar diameter of the earth shorter than its equatorial diameter? How much shorter is it? 2 pts., 5 each.

3. What causes the saltiness of the ocean? 10

4. What portion of the territory of the United States lies north of the Arctic circle? 10

5. What distinguishes a barbarous nation from a civilized one? 10

6. Name three cities of Indiana, located on rivers, and tell for what each city is noted. 3 pts., 4 off for each error.
7. What effect have Lakes Huron and Michigan upon the climate of the southern peninsula of Michigan? How is this shown? 2 pts., 5 each.
8. On which side of S. America are the longest rivers? Why? 2 pts., 5 each.
9. What is the peculiarity of the surface of Holland? How is it largely protected? 2 pts., 5 each.
10. Draw a diagram of a township as laid out by the United States, and locate the S. E. $\frac{1}{4}$, S. W. $\frac{1}{4}$ Sec. 18. 10

HISTORY.—1. Name the uses of history. 4 for 1 pt., 7 for 2, 10 for 3.

2. Tell the story of the attack on Fort Sumpter, 1861. 10
 3. Name five principal generals of the civil war, in the armies of the Confederacy. 5 pts., 2 each.
 4. (a) What was the Dred Scott Decision, 1857? (b) By whom was it delivered? a, 8; b, 2.
 5. (a) Who was the first Republican President? (b) In what year was he inaugurated? 2 pts., 5 each.
 6. What was the "Know Nothing" party, 1856? 10
 7. (a) On what conditions was California admitted to the Union? (b) In what year? a, 7; b, 3.
 8. What two great events occurred in Polk's administration? 2 pts., 5 each.
 9. What was President Jackson's action toward the U. S. bank? 10
 10. What is the best method of teaching history? 10
- NOTE.—Descriptions and narratives not to exceed six lines each.

PHYSIOLOGY.—1. Name three uses of the bones. 3 pts., 4 off of each.

2. How does nature provide for the repair of a broken bone? 10
3. How many sea-baths can be taken daily with safety? How many fresh-water baths? Give reasons for answers. 3, 3, 4.
4. Name five classes of food from which albumen is obtained. 5 pts., 2 each.
5. What is the advantage of keeping meats for some time after the animals are killed? What the disadvantages of keeping them too long? 2 pts., 5 each.
6. Why do a dry mouth and a parched tongue show that the stomach is unable to carry on digestion? 10
7. What were the causes which produced the death of those persons confined in the Black Hole of Calcutta? 3 pts., 4 off for each.
8. Why are the nervous centres of the senses and the vital organs mostly placed at the base of the brain? 10
9. What effect upon the sense of taste is produced by closing the nose and eyes, when taking anything into the mouth? 10
10. What are the objections to frequent washings of the ear-tubes in cold water? 10

THEORY AND PRACTICE.—Write a page or more on punishment, stating its objects and methods, the spirit in which it should be administered, etc. State also your views on corporal punishment.

NOTE.—The paper written by the applicant should be marked on a scale of 1 to 100. The number, value and correctness of the statements made should be considered.

ANSWERS TO STATE BOARD QUESTIONS PUBLISHED IN NOVEMBER—BY THE MEMBERS OF STATE BOARD.

SPELLING.—1. The following words contain six different letters or combination of letters used to represent the sound of long *o*: The letter *o* in note; *ow* in sew; *oa* in beau; *ou* in dough; *oo* in hautboy; *oe* as in yeoman. In addition to these the long sound of *o* is represented by *oa* as in boat; *ow* as in blow; *oe* as in foe; and *oo* as in door.

3. One method of correcting the misspelled words in a written spelling lesson requires that the teacher examine each paper and mark the misspelled words. The paper is then returned to the pupil, who is required to look up the correct spelling of each word from dictionary or other source, and write the word correctly spelled upon his slate or paper. He is to show the correct spelling of these words to the teacher at some time designated. This method is old and is a good one, for the reason that it requires the pupil to make a sufficient study of the word to learn its orthography.

Another method is to let one or more of the best spellers mark the misspelled words, instead of the teacher—which are to be corrected by the pupil who missed them, as in the preceding method. He is then required to show to the teacher the original paper and the correct spelling of the missed words. This method takes less of the teacher's time than the former.

Another method is to require the pupils to exchange papers, and to mark each misspelled word on the paper he holds as the words are spelled orally by the teacher. These papers are then returned to the persons who wrote them, and the misspelled words corrected as before.

The principal error of most teachers is want of sufficient attention to the misspelled words. The pupil learns nothing by spelling words that he knows how to spell. The business of the teacher is to discover the words that the pupil does not know how to spell, and see that he learns them.

Adopt that method for correcting the misspelled words which will be most sure to require the pupil to make a special study of each word.

READING.—1. The word method of teaching reading, as distinct from the alphabet or the phonic method, consists in teaching the pupil the name of each new word as a whole, without reference to the letters or sounds composing it. The word method as generally practiced, consists in teaching a few words in this way, until the pupil has caught the idea of substituting a printed form for the spoken word, and can read little sentences and phrases made up of these words. Then the teacher begins by slow degrees to analyze words into their

sounds and to teach that the letters represent these different sounds. This analysis is carried along side-by-side with the learning of words as wholes, until the pupil can make out the new words from his knowledge of the sounds of the letters. After he can do this the word method is dropped altogether.

2. The immediate purpose which the teacher should have in teaching primary reading, as distinguished from his purpose in teaching advanced reading is to lead the pupil to substitute in his mind the *form* of the printed word for its sound as spoken. He knows the meaning of the words used in the lesson when he hears them spoken. The teacher's first aim is to cause the same activity of the child's mind to be excited by its sound when spoken. In advanced reading the purpose is to teach more the meaning of words. Pupils have learned to pronounce any word from its form, but the word is an empty shell. The teacher seeks to fill it with the proper meaning: that is, make it contain something; and that something the right thing.

3. The following questions might aid the pupil in studying the given paragraphs: 1. What is the story about? 2. Look at the picture and see if you can tell what time in the year it was?—what time in the day? 3. Were these people in the country or in the city? How do you know? 4. What persons does the story tell about? 5. What things are mentioned? 6. Why were the children afraid at first? 7. Why did they get over their fear? 8. What happened after they got over being afraid?

4. It is a single sentence and is declarative, hence it ends with a period. The sentence is divided into four distinct parts, and since in some of these parts it is necessary to set off some words from others by the use of the comma, the semi-colon is used to separate the parts. A careful analysis of the thought would seem to require a mark indicating a wider separation between the first and second of the sentence than between any other two. In this paragraph as printed, it is the same.

THEORY AND PRACTICE.—There are two classes of exercises in our schools. One aims to impart knowledge or skill to the pupil by instruction or drill; the other seeks to ascertain what knowledge or skill the pupil already possesses. The first may properly be called a *lesson*; the second, a *recitation*. In the lesson the teacher instructs or drills; in the recitation the pupil recites or executes.

The first object of the recitation is to *test the pupil's knowledge or skill*—to test his preparation; and the character of the teacher's tests will largely determine the character of the pupil's preparation. If these tests are superficial, the pupil's study will be superficial; if they are thorough and searching, the pupil's study will be thorough. If they test only an ability to repeat the words of the text-book, he will memorize.

The second object of the recitation is to *train the pupil to tell what he knows*. Every good recitation (as well as lesson) is a drill in the expression of thought. A full and accurate expression of knowledge is the only evidence of its possession, which the recitation accepts. A parrot-like repetition of the words of the text-book is not expression, and it is certainly a poor way of cultivating expression. What is needed is to train the pupil to express knowledge in his own language.

There are three methods of testing a pupil's knowledge—by questions, by topics, and by practice. The chief merit of the question method is its thoroughness. There is no ignorance which a question can not disclose. The question method also permits a systematic unfolding of the lesson. The teacher has the order of the topics completely under his control.

That the above advantages may be secured the questions asked should be *clear, concise, and definite*. An obscure, or wordy, or indefinite question, justifies, if it does not cause, a loose and pointless answer. No question should suggest the answer. "Leading questions are worthless as tests, and should be avoided, and the same is true of questions which can be answered by "yes" or "no."

The chief merit of the topic method is its cultivation of expression. It obliges the pupil to tell what he knows in successive sentences, and this is a much better language drill than the giving of brief answers to questions. This method also necessitates the orderly arrangement of one's knowledge. It puts system into the pupil's study, provided the method is used by a clear-headed, thorough teacher. Recitations by topics may degenerate into mere talking—often around the subject.

The correct use of one's knowledge in practice is a satisfactory test of its actual possession. Practice not only makes perfect, but it reveals imperfections. The most efficient testing is secured by a proper union of these methods.

HISTORY.—1. The physical geography of a country, including as it does all the physical features of the country—proportions of land and water, rivers, coast lines, mountains, plains, soil, climate, etc., has much to do with determining the industrial pursuits of a people, as also their health, vigor, habits, social customs, literature, political organizations, etc., and thus in many ways vitally affects their history.

2. President Van Buren favored the entire separation of all banking operations from government connection.

3. Many exciting questions were before the country in President Taylor's administration, and party feeling ran very high. He was himself a strong partisan, and a self-willed man. He changed his political relations more than once and in several important matters, and was charged with betraying the confidence and principles of the party which elevated him to his high office.

4. Florida was admitted to the Union in 1845. It was the twenty-seventh state.

5. The disputes between Mexico and the United States, as to boundaries, borders, etc., growing out of the annexation of Texas, were the immediate antecedents and causes of the Mexican War. After a conflict of arms in April, 1846, on the Rio Grande, President Polk declared war as "existing by act of Mexico."

6. The passage and enforcement of the Fugitive Slave Law, in 1850, constituted the chief part of President Fillmore's administration. Mrs. Stowe's "Uncle Tom's Cabin" first appeared in print at this time.

7. John Brown, (who had already become known in the troubles in Kansas), in October, 1859, with a handful of followers, seized the U. S. Arsenal

at Harper's Ferry, Va., and attempted to arm and free the slaves in the neighborhood. He and his men were soon overpowered. Many of his followers were killed. He was indicted for treason, tried by a Virginia court, condemned, and hung in December of the same year.

8. South Carolina was the first state to pass an act of secession. A special convention was called for the purpose, as soon as the fact of Mr. Lincoln's election was known, and the act was adopted December 20, 1860.

9. Jefferson Davis, elected President of the Southern Confederacy in November, 1861, having already served as the head of its provisional government, was born in Kentucky, in 1808. He was graduated at West Point in 1828, served with distinction in the Black Hawk and Mexican Wars, was in the U. S. Senate 1847 and some years following, and again in 1857-'60, and was U. S. Secretary of War during President Pierce's administration.

10. The study of history should cultivate the memory, the imagination, the reasoning powers, and the faculty of judgment, especially in regard to personal character and conduct. Intelligent study of history is the only substitute for foreign travel, and is the best supplement of it.

GRAMMAR.—I. There were many who drew back from their promises.

2. The Italians say, "Good company in a journey makes the way seem shorter."

3. *You* is a personal pronoun, common gender, second person, singular or plural, objective case, and object of the verb *see*. *Happy* is a qualifying adjective of the positive degree, and modifies *you*; it is also the complement of the verb *see*.

4. This is a complex, exclamatory sentence. *What would I give* is the principal clause, *I cou'd see you happy* the subordinate, connected to the principal clause by the subordinate conjunction *if*. *I* is the grammatical subject of the principal clause, unmodified; *would give* is the grammatical predicate, modified by its object *what*. *I* is the grammatical subject, unmodified, of the subordinate clause; *could see* is the grammatical predicate, modified by its direct object *you* and its attributive complement *happy*.

5. I may be lost, etc.

	<i>Singular.</i>	<i>Plural.</i>
Nom.	she,	they,
Poss.	her or hers,	their or theirs,
Obj.	her,	them.

7. He said he would write a sentence which has a sentence as the object of its verb.

8. *Up* is a verb in the imperative mood, and agrees with its subject *thou* or *you* understood. *Said*, with the auxiliary *be*, is an irregular, transitive verb, passive voice imperative mood, present tense, third person, singular, and agrees with its subject *it*.

9. *Do know* is an irregular, transitive verb, indicative mood, present tense, first person, singular, to agree with its subject *I*. *Where* is an adverb of place, modifying *it*.

10. The molasses is excellent. Each strove to recover his position.

ARITHMETIC.

[These answers are to questions printed in October. By mistake answers to the November questions appeared last month.]

1. Arithmetic as a science investigates the properties of numbers and their combinations. Arithmetic as an art applies the principles established by the science, in the form of rules, to actual calculations.

2. The power of a number is the product which arises from multiplying a number by itself any required number of times. A square is a rectangle whose sides are equal. A cube is a rectangular parallelopiped, whose sides are equal. The index of a power is a number which shows how many times the number to which it is attached is taken as a factor. The index is placed just above and to the right of the number.

$$3. 1096 \text{ A} = 160 \text{ sq. rd.} \times 1096 = 175360 \text{ sq. rd.}$$

$$2 \text{ mi. } 40 \text{ rd.} = 680 \text{ rd.}$$

$$175360 + 680 = 257140.$$

\therefore The tract of land is $257\frac{1}{4}$ rd. wide.

$(680 \text{ rd.} + 257\frac{1}{4} \text{ rd.}) \times 2 = 1875\frac{1}{2} \text{ rd.}$ the length of the fence.

$$4. 13\frac{1}{2} \text{ T} + 14\frac{1}{2} \text{ T} = 27\frac{1}{2} \text{ T. } 40\frac{1}{2} \text{ T} - 27\frac{1}{2} \text{ T} = 12\frac{1}{2} \text{ T.}$$

$$\text{\$}20.25 \times 12\frac{1}{2} = \text{\$}253.125 = \text{\$}253\frac{1}{8} = \text{\$}253.125.$$

$$5. \text{The yr. } 1880 \text{ contains } 366 \text{ da.}$$

$$366 \text{ da.} \times .84 = 307 \text{ da. } 10.56 \text{ hr.}$$

$$6. \frac{2126.20 \times 2 \times 100 \times 1}{201 \quad 35} = 88.875$$

\therefore The agent bought $88\frac{3}{4}$ A.

$$7. \text{\$}21,043.14 - \text{\$}19,600 = \text{\$}1443.14 \text{ interest.}$$

$$T = \frac{I}{P \times R} = \frac{1443.14 \times 200}{19600 \times 9} = 1.6362 \text{ yr.} = 1 \text{ yr. } 7 \text{ mo. } 19 \text{ da.}$$

$$8. 125 \text{ lb. @ } \$6.875 \text{ per lb.} = \$859.37\frac{1}{2}, \text{ cost.}$$

$$100 \text{ per cent. of } \$859.37\frac{1}{2} = \$859.37\frac{1}{2}, \text{ duty.}$$

$$9. \frac{\text{\$}.30 \times 875}{.1875} = \frac{\text{\$}3 \times 16 \times 7}{10 \times 3 \times 8} = \text{\$}1.40.$$

$$10. 1 \text{ gram} = 1000 \text{ milligrams.}$$

$$\therefore 1428.06 \text{ grams} = 1428060 \text{ milligrams.}$$

CORRECTED.—*Mr. Editor*: I have examined the question referred to me, (ex. 4 arith. as published in the October Journal). The answer as published is not correct. The answer should be 2382.4 pt. It was a simple example, and the process was not given, but only the answer. The two figures on the right hand are correct as they stand in the Journal. It may have been incorrectly copied before sending to you.

[The mistake quite likely occurred in the proof-reading.—ED.]

SPELLING FOR FUN, by D. Eckley Hunter, is quite popular. The first edition was exhausted some time ago.

STATE TEACHERS' ASSOCIATION.

Programme of the Twenty-seventh Annual Meeting of the Indiana State Teachers' Association, to be held in Masonic Hall, Indianapolis, December 28th, 29th, and 30th, 1880.

TUESDAY EVENING—1. Address of Welcome. 2. Response by retiring President, J. T. Merrill, Supt. Lafayette schools. 3. Inaugural Address—President elect John Cooper, Supt. Richmond schools. 4. Appointment of Committees. 5. Miscellaneous Business.

WEDNESDAY MORNING.—"Analytical Reading"—Joseph Carhart, A. M. State Normal School. Discussion led by L. H. Jones, Asst Supt. Indianapolis schools; *W. H. Fertich, Supt. Mishawaka schools. 2. "Lessons from the life of Shelley"—F. P. Adams, Prin. Normal School, Danville. Discussion led by *Miss Catharine Merrill, Butler University; and Prof. John B. Demotte, Asbury University. 3. Miscellaneous.

Afternoon Session—4. "Educational Exhibits at International Expositions"—John L. Campbell, A. M. LL. D., Wabash College. Discussion led by John S. Irwin, Supt. Fort Wayne schools. 5. "Whom we Teach—What we Teach—How we Teach"—Prof. J. G. May, Salem, Ind. Discussion led by E. H. Butler, Supt. Winchester schools; *S. D. Crane, Co. Supt. Lagrange county. 6. An Essay to Define and Encourage Professional Education—Geo. P. Brown, Prest. State Normal School, Terre Haute, Ind.

Night Session—Lecture: "The Science of Childhood"—Rev. O. C. McCulloch, Indianapolis.

THURSDAY MORNING.—1. "Advantages and Disadvantages of Our School System compared with that of Canada"—John Moore, Supt. of schools New Harmony, Ind. Discussion led by W. J. Carleton, Prin. Bridgeport schools. 2. "Anticipative Work in Teaching"—R. G. Boone, Supt. Frankfort public schools. Discussion led by D. H. H. Shewmaker, public schools, Muncie, Ind. 3. Report upon "Reading for Children"—Hon. J. H. Smart. Discussion led by J. B. Roberts, Prin. High School, Indianapolis; and Jas. Baldwin, Supt. schools, Huntington, Ind.

Afternoon Session—1. Election of Officers. 2. Essay: "Under the Surface"—Carrie B. Sharpe, Fort Wayne public schools. 3. "Special Schools for Juvenile Delinquents"—Horace S. Tatbell, Supt. Indianapolis schools. Discussion led by Hon. J. W. Gordon, Indianapolis; and W. H. Wiley, A. M., Supt. Terre Haute public schools. 4. Miscellaneous Business.

Hotels.—The following hotels will accommodate teachers at reduced rates: Grand and Occidental, \$2; New-Dennison, \$2.50; Brunswick, \$1.50; Pyle House, \$1.

A Banquet will be given at the Grand Hotel on Thursday night, which will be made headquarters during the session.

* Probably.

Railroads.—Members of the Association desiring to come over any of the following roads, will send to George F. Bass, School No. 3, Indianapolis, (*enclosing stamp*) for an order for an excursion ticket. On presenting this order to the *local ticket agent*, the holder can purchase an excursion ticket at reduced rates:—I. B. & W.; I. & St. L.; I. P. & C.; J. M. & I.; C. H. & I. P. C. & St. L.; C. I. St. L. & C., and Vandalia and Vincennes. Those coming over the C. C. C. & I., and I. D. & S., will purchase regular first-class tickets coming, and will be returned at 1 cent a mile on presentation of certificate obtained at the Association.

L. P. HARLAN, *Chairman Ex. Committee.*

INDIANA COLLEGE ASSOCIATION.

The next session of the Indiana College Association will be held in this city on the 26th and 27th of December. A full programme has been provided as follows:

MONDAY EVENING, December 27, 7 P. M.—Preliminary Business Meeting. 7:45 P. M.—President's Address—Prof. A. R. Benton, LL. D., of Butler University. Appointment of Committees and Transaction of Irregular Business.

TUESDAY, December 28, 9 A. M.—Scientific Theme—Prof. J. M. Coulter, A. M., of Wabash College. Discussion of subject by Prof. J. M. Mansfield, Ph. D., of Asbury University, and Prof. Van Nuy, A. M., of the State University. 10.30—Historical Themes—Prof. John C. Ridpath, LL. D., of Asbury University, and Prof. Catharine Merrill, A. M., of Butler University. 2 P. M.—Philosophical Theme—President D. W. Fisher, D. D., of Hanover College. Discussion of subject by Prof. A. McTaggart, A. M., of Earlham college, and President J. A. Beattie, A. M., of Bedford College. 7:45—Educational Themes—By several members of the Association, led by President E. E. White, LL. D., of Purdue University, and Pres. J. P. D. John, A. M., of Moore's Hill College. Election of Officers for ensuing year.

All teachers of the state are cordially invited to attend.

ANSWERS TO QUESTIONS.—A teacher is not legally responsible for damage done to property left on the school premises, but is morally bound to use reasonable exertions to protect it from injury. Old desks and stoves that have been replaced by new ones belong to the township and are under the control of the *trustee*. The trustee can leave such property on the premises and give a teacher control of the same.

PLEASE CORRECT. — *Mr. Editor*: Please correct the following—"He called at Steele's the banker's."

The best authorities say, He called at Steele the banker's, making the last only possessive.

RUSH COUNTY.—Supt. Blount will hold his institute beginning Dec. 27th.

LAKE COUNTY.—Lake county will hold its institute between Christmas and New Year.

CORRECTED.—In the article on Reading, near the bottom of page 624, instead of "literary dog about the moon," read *little* dog about the *moor*. Prof. Carhart objects to the "*literary*" dog.

UNION COUNTY.—Supt. Crist reports all his schools as engaged in the study of American Authors on the plan suggested in the Journal. They will all celebrate Whittier's Birth-day. They had all studied land surveying, and appreciated the article recently published on that subject. The teachers all read the School Journal, and of course the schools are in excellent condition.

"The County School System of Indiana," printed in the October Journal, has been called for several times to place in the hands of legislators and others who needed light on the county superintendency question. It can be had in pamphlet form at \$2 per hundred by sending to J. C. Macpherson, Richmond, or J. S. Gamble, Connersville. This barely covers cost. A liberal use of these will do good.

KENDALLVILLE.—The Report of the Kendallville schools is at hand. It is a 48-page pamphlet, gotten up in good form and attractive style. From it we learn that the school enumeration is 877; the enrollment in schools 566; number of teachers 11, besides the superintendent. All the facts in regard to the schools are presented, and show them to be in excellent condition. Geo. P. Glenn is superintendent.

LA FAYETTE.—La Fayette employs 50 teachers. The *Sunday Times* is criticising some of the work of the school board. It is particularly severe on Mr. Perrin, the treasurer of the board. It claims that he promised to account to the board for all the interest on the money in his hands, and that he has not done so, and so demands an explanation. The report of the board and superintendent shows the schools to be in good condition.

LA FAYETTE COLLEGE AT EASTON, PENN.—In October 1873, Pardee Hall, costing, with its equipments, nearly \$300,000, the munificent gift of Mr. A. Pardee, to the college, was dedicated. In June of last year it was burned to the ground. The building has been replaced in all its grandeur in an almost incredibly short space of time for such a work, and was re-dedicated on the 30th ult. Prof. F. A. March, the distinguished philologist, is connected with La Fayette College, and made the dedicatory address.

Every teacher should not only read a good school journal—that as a matter of course—but he should read some good magazine for the sake of the best current literature. To encourage this, we have arranged a clubbing rate, so as to furnish the patrons of the Journal these papers at actual cost to us.

We will send the Journal, with each of the following magazines or papers, at the prices annexed: Harper's Monthly, Weekly, or Bazar; Scribner's Monthly, the Atlantic; the price of each is \$4, for \$4.60. St. Nicholas (price \$3), for \$3.75; Wide-Awake (\$2), for \$2.85; Scientific American (\$3.20), for \$4; Phrenological Journal (\$2.00), for \$2.85.

PERSONAL.

G. W. Worley is principal of Brookston Academy.

J. O. Lambert is conducting an excellent educational column in the *Muncie Times*.

J. M. Roseberry reports the Trafalgar schools in excellent working order under the old corps of teachers.

J. R. Weathers, formerly of New Albany, is now editor of the *Arkansas School Journal*, at Little Rock.

Bruce Carr, agent for Van Antwerp, Bragg & Co., has removed his headquarters from Bedford to Indianapolis.

A. J. Youngblood, formerly of this state, is now at the head of the male and female institute located at Carrollton, Ky.

R. W. Ward is serving his eighth year as superintendent of the Liberty schools. The schools are reported in good working order.

A. H. Elwood, for several years past principal of Brookston Academy, has returned to Kosciusko county and is now principal of the Silver Lake schools.

A. G. Alcott, who a few years ago was well known to many teachers of the state as an elocutionist that stood high in his profession, recently died very suddenly, at St. Paul, Minn., to which place he had recently moved.

Edwin P. Seaver is the name of the new superintendent of the Boston schools. Mr Seaver is a graduate of Harvard, also of the Bridgewater Normal school, and has traveled and studied in Europe. He was promoted from the head master-ship of the English high school of Boston, which position he has been filling with great acceptance. He has a reputation for high scholarship and great force of character.

John Carney, for several years past superintendent of Jennings county, who was last October elected county auditor, was taken sick the day before the November election and never recovered. He was buried the day before he would have entered upon the duties of his new office, had he lived. Mr. Carney was one of the best superintendents in the state, and was highly respected by all who knew him. He was retiring in his manner but energetic and persevering in whatever he undertook, and was therefore successful in whatever he undertook. Jennings county can ill afford to lose such a man.

Hon. B. C. Hobbs, ex-State Superintendent, has gone to northern Georgia and eastern Tennessee on a mission to the Cherokee Indians. In 1836 the government granted the Western Cherokees reservations in the Indian Territory, and those east of the Alleghany mountains lands in Georgia and Tennessee. The latter were granted an educational fund of \$40,000, which has never been paid, and it is for the purpose of securing it and the accrued interest for the purpose of establishing schools among them that Mr. Hobbs has gone South. After a conference with the chiefs he will visit Washington and claim the appropriation in their name.

DEATH OF LEWIS PRUGH.—Prof. Lewis Prugh, principal of Vincennes University, died of erysipelas at his home in Vincennes Nov. 28, 1880. Prof. Prugh took charge of the University in 1872, and has filled this position with great acceptance. As an educator he had not many equals in the state, and as a scholar few were his peers. He was born in Summerfield, Ohio, March 5, 1840, and graduated at Antioch College, with high honors, in 1861. He was beloved by all who knew him, and those who knew him best loved him most. The writer, from a personal acquaintance with the deceased that began in his college days, can bear testimony to his high scholarship, his devotion to his chosen calling, his gentle spirit, and his eminent christian character.

COUNTY INSTITUTES.

STEBEN COUNTY.—The Steuben County Institute was held at Angola, beginning November 8th, 1880, and continuing in session five days. The attendance was very large. Much and good work was done by teachers of Steuben county. W. H. Payne, Professor of the science and art of Teaching in the University of Michigan, was with us the last three days, and did splendid work. Profs. Clancy and Coombs worked acceptably. This is considered the best institute ever held in Steuben county, and very much of its success is due to the untiring energy and the ability of Cyrus Cline, our efficient superintendent. Teachers are much encouraged, and good work will be done in this county this winter.

R. V. CARLIN, Sec'y.

LA GRANGE COUNTY.—The Institute met October 11th. The instructors were Profs. Carhart, Mauk, Haynes, Bell, Mohler, and Hodge. The first exercise was conducted by the county superintendent, on the subject of Reading. There were present the first day 60 teachers; the second day about the same, some having gone home to vote and their places being supplied by others coming in. The total enrollment reached 130 teachers and 50 visitors. The following subjects were given special attention during the entire session, viz: Reading, Arithmetic, Language, Principles of Teaching, and Literature. The instruction given was mostly of the highest order and gave good satisfaction. Special mention should be made here of the general interest manifested by most of the teachers, and the general good deportment of the entire gathering. The following resolution was adopted almost unanimously at the close of the session:

Resolved, That we are in favor of the county superintendency remaining as it is, unless it can be made more efficacious and thorough, and we present this as a petition to our legislator, requesting him to do all in his power to prevent any legislation that is calculated to injure this department of our school system.

Supt. Crane knows how to manage an institute and he does it.

BOOK TABLE.

The Common School Teacher, edited by W. B. Chrisler, of Bedford, has changed its form and improved its appearance, and reduced its size to 16 pages.

The School Festival is an original magazine, published quarterly, by W. H. Kingsbury, Rochester, N. Y., devoted to dialogues, concert pieces, motion songs, etc., adapted to exhibitions and concerts. Price 50 cents a year.

The Rough Notes is the name of a sprightly literary and insurance 16-page 3-column monthly paper published in Indianapolis by Dr. H. C. Martin. Price \$1. Any one desiring sound and reliable information on insurance should take it.

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Vol. XXV.

No. 11.

NOVEMBER.

1856.

1880.

INDIANA

School Journal

ORGAN OF THE

STATE TEACHERS' ASSOCIATION,

AND OF

The Superintendent of Public Instruction.

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THE CITY OF ST. LOUIS.

McGUFFEY'S REVISED READERS ADOPTED

ON REGULAR INTRODUCTION TERMS BY A VOTE of 18 to 6.

From Report of Committee on Course of Study:

"Your Committee being of the opinion that in the matter of durable binding, gradation, completeness, and especially in its features of review lessons the Revised Edition of McGuffey's Series of Readers is much Superior to Appleton's, recommend to the Board the introduction of McGuffey's Revised Readers in place of the old series now in use, on the terms contained in the proposition of the publishers."

JAMES P. MCGINN,
WM. BOUTON,
JOHN J. MCCANN,
EDW. HUMMELL,
JOHN GILWEE,

*Of the Committee on
Course of Study.*

At a Special Meeting of the Board of Education of the City of St. Louis, held Tuesday, August 24th, the above report of the Committee on Course of Study was accepted, and McGuffey's Revised Readers adopted for the St. Louis Public Schools by a vote of 18 to 6.

McGUFFEY'S REVISED READERS

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And 500 other Cities and Towns.

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OF THE
NEW ARRANGEMENT
AT THE
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Business Institute.

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The attendance during the present term is truly wonderful. 250 in advance of any other term.

Another reduction in expenses—\$25 pays tuition, board, and room-rent for one term of ten weeks. These are lower rates than are offered by any other school.

Extensive preparations are being made for the Fall Term, which will open August 24th.

TEACHING FORCE INCREASED.

That which has given this school its high position among educational institutions, and which cannot be enjoyed where the attendance is small, is that none but thorough, efficient teachers are employed.

The large increase in the attendance, and the multiplied interests demand more help.

We are pleased to announce that we have now secured the services of

Mr. and Mrs. O. P. KINSEY,

Of Lebanon, Ohio. They have taken a half-interest in the institution.

This will enable us to give more attention to the business interests of the school, and thus greatly elevate the character of the work.

Mr. & Mrs. KINSEY are experienced, competent instructors, whose reputation is well established. They have been in the Normal School work for many years.

Besides sharing the office work, Mr. Kinsey will be in charge of Literature and History, which will now form special features of the school.

Before engaging in the work here, they will visit the principal Normal Schools and Colleges of the East, and will also spend several months in Europe, making a specialty of Literature and History. They will also select and purchase a large and choice Library for the school.

COMMERCIAL DEPARTMENT.

The Commercial Department is conducted on the Actual Business Plan. The Department now occupies its new hall, which is one of the finest in the land, and is supplied with the most extensive line of offices ever attempted by any Commercial College. The attendance being so large, enables us to have double sets of offices. These represent two cities. This affords advantages for thoroughness that can be found at no other commercial school, because it gives the student the kind of business transacted not in one city only, but an exchange between cities—the most perfect plan that could be suggested.

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Subscription Price, \$1 50 per annum. Five or more Copies, \$1.25 each.

INDIANAPOLIS, IND.:

W. A. BELL, EDITOR AND PUBLISHER,
Room No. 12 Journal Building.

McGuffey's Readers a Failure

In the Home of the Publishers.

IN A SINGLE DAY

Over **2,000 SCHOOLS** in Ohio Discard McGuffey's Readers, Refusing in most cases the Revised Edition offered as a **FREE GIFT,**

AND ADOPT APPLETON'S.

NEARLY ONE-THIRD OF THE NUMBER WERE ALREADY USING THE REVISED MCGUFFEY'S, AND VOTED THEM OUT AS A FAILURE.

Every mail leaving Cincinnati for weeks past has been laden with circulars and pamphlets proclaiming Appleton's Readers a "failure." These statements are endorsed by a few "eminent" teachers from "Owen County," and by local agents of the McGuffey Readers in a few other places, and it was presumed that a wide circulation of them would effectually postpone the day when the old McGuffey book "must go." The circulars, however, were not so potent as was expected. In the special mission upon which they were sent, they have been most conspicuous "failures." They have convinced the public that the country has not been deluded with these things to promote the educational interests of the community, but solely to infuse new life into the McGuffey books, whose days of usefulness are so rapidly waning.

On Monday, September 20th, School-Boards, representing more than 2,000 Schools in the State of Ohio, adopted Appleton's Readers and discarded McGuffey's.

More than 200,000 of Appleton's Readers were already in use in the State of Ohio previous to the above date.

WHICH ARE THE REAL "FAILURES"?

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Author of "The Science of Elocution," has been employed to give an extended course of Lessons in Elocution the Spring and Summer of 1880. The course will begin about the middle of March, and will be

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Elocution will be Scientifically taught—NOT BY IMITATION. Pupils will be prepared for Teachers of Elocution and Dramatic readings. Special courses for Ministers, Lawyers, and Lecturers. This Free Course in Elocution will be especially valuable to teachers who aspire to rise in their profession.

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Since this is decided, we can with confidence invite students to give our School a trial, feeling assured that any who come and see for themselves how the school is managed, will be perfectly satisfied that the large attendance aids materially in the progress of the Student. There is more life, energy, and enthusiasm, and these result in better work.

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1. The course of Study is thorough and practical.
2. Students may enter any time, select their own studies, and advance as rapidly as they may desire.
3. Every department is thoroughly organized and completely furnished.
4. Students enjoy every advantage found at our older institutions of learning, and the expense is not one-fourth as great.
5. The one which has given our School its high position among educational institutions, and which can not be enjoyed where the attendance is small is, that none but thorough, efficient Teachers are employed. Specialists are provided for each department. It is evident to any one that the person who gives his entire time to two or three branches, can accomplish more for his students than the one who is compelled to teach everything. That the salaries of the teachers range from \$1,000 to \$1,800, is evidence of their ability.
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13. A Course in Telegraphy, unequalled in the West. This department now occupies its new rooms.

14. A Course in Phonography.
15. One of the Best Reference Libraries in any school.
16. An abundance of Apparatus, and that for each department.
17. Better Accommodations, and at lower rates, than at any other School in the land. By some it may be inferred that there is a separate tuition for each department. This is not the case. One tuition (\$8.00 per term) admits the Student to every class in all of the departments, excepting Instrumental Music, Law, Telegraphy, and Phonography.

In fact, the Student here enjoys every advantage desired, and at an expense less than one-half that of any other School offering equal advantages. We defy competition. Some suppose that it is impossible to supply all of these advantages at the low rates named. One fact will convince all thinking persons that everything is as advertised, and that is the remarkable growth of the School, increasing in six years from an attendance of 35 to an enrollment of 1,728 per term, and this attendance, too, made up of the strongest minds in the land. Test the truthfulness of our statements by giving the School a trial.

Before deciding where to attend School, send for our new 60-page Catalogue, which we have just issued. It fully explains each department. This will be sent free to any address.

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G. BLOCH, Secretary.

A. V. BARTHOLOMEW, Pres't Board of Trustees.

EXPENSES.

Tuition per term, \$8.00. This pays for all of the departments.

BOARDING.—Good board, \$1.40 per week. Furnished rooms, 30 cents per week. \$95 pays for Board, Tuition, and Furnished Room for one year of 44 weeks.

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We desire that these rates and advantages be compared carefully with those of any other reliable institution of learning. While expenses are less here than at any other School, we yet feel confident that the accommodations will satisfy all.

It is true that the rates may be made so low as to render it impossible to provide suitable accommodations. Especially is this the case where the boarding houses are not owned by the Institution, but are controlled by private individuals, many of whom are obliged to pay high rents or taxes.

BOOKS.—All books rented at 10 per cent. on cost price.

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For Catalogues or any other information, address **H. B. BROWN, Principal.**

Spring term, Jan. 27, 1880; Summer term, April 14, 1880; Review term, June 30, 1880; Fall term, August 27, 1880.

Northern-Indiana Normal School and Business Institute

MORE PROSPEROUS THAN EVER BEFORE.

The attendance is greater by 200 than that of any previous Fall Term.

Congratulations and words of encouragement are coming from educators everywhere. As the School grew so rapidly, many entertained fears that the large attendance would be a detriment to the Students. Educators now say, "The reason we feared was because it had never been tested. Now that it has been tried and we have seen the results, we are satisfied that 2,000 Students may be managed with better results than 200."

Since this is decided, we can with confidence invite students to give our School a trial, feeling assured that any who come and see for themselves how the school is managed, will be perfectly satisfied that the large attendance aids materially in the progress of the Student. There is more life, energy, and enthusiasm, and these result in better work.

A FEW REASONS for the Remarkable Growth of this Institution.

1. The course of Study is thorough and practical.
2. Students may enter any time, select their own studies, and advance as rapidly as they may desire.
3. Every department is thoroughly organized and completely furnished.
4. Students enjoy every advantage found at our older institutions of learning, and the expense is not one-fourth as great.
5. The one which has given our School its high position among educational institutions, and which can not be enjoyed where the attendance is small is, that none but thorough, efficient Teachers are employed. Specialists are provided for each department. It is evident to any one that the person who gives his entire time to two or three branches, can accomplish more for his students than the one who is compelled to teach everything. That the salaries of the teachers range from \$1,000 to \$1,800, is evidence of their ability.
6. No change of teachers. While new instructors are added, yet none of the old ones leave. Experience and observation have taught us that a continual change of teachers is detrimental to the interests of the School.

Advantages Enjoyed by the Student.—1. A Thorough Preparatory Course.

2. A Complete Teachers' Course.
3. A Full Collegiate Course, which, at other schools, will cost for board, tuition, room rent, fuel, lights, and washing \$1,000—here the same does not exceed \$300.
4. One of the Best Commercial Courses in the United States. No extra charge. The Practical Department is supplied with the most extensive line of offices ever attempted by any Commercial College. At other Schools the expenses for the course for board, tuition, room rent, fuel, books, lights, and washing, are \$225—here the same is \$64.40.
5. A Full Course in Engineering, costing at other Schools \$355—here without extra charge.
6. A Full Course in Penmanship free. It embraces Plain and Ornamental Penmanship, Pen-Drawing, Pen-Flourishing, etc., etc. This is an advantage found at no other School.
7. A Course in Elocution, which, at other Schools, would cost \$635—here costs but \$100.
8. A Fine Art Course, as complete as that in the Normal Art Training School at Boston, at one-fifth the cost.
9. A Course in Music, equal to that of any Conservatory. No extra charge for Vocal Music.
10. A Course in Law, which offers superior advantages. This department is now fully established, and in charge of Mark L. DeMotte, LL. B., and Hon. H. A. Gillett. All who come will be accommodated.
11. A Reading Course in Medicine.
12. A Course in German free. G. Bloch, a native German, has charge of this department. His ability as a teacher is too well known to need any explanations.
13. A Course in Telegraphy, unequalled in the West. This department now occupies its new rooms.
14. A Course in Phonography.
15. One of the Best Reference Libraries in any school.
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Indiana State University,

BLOOMINGTON, MONROE COUNTY, IND.

Winter Term begins Jan. 8, 1880. Spring Term, March 25, 1880.

THREE COLLEGIATE COURSES :

1. The Course in Ancient Classics;
2. The Course in Modern Classics;
3. The Course in General Science.

Also, a Preparatory Course.

The Fall Term begins with the opening of the College Year, Thursday Morning, September 4, 1879. Students to be examined should present themselves two days earlier.

Tuition Free. Contingent Fee, \$3 per Term. Library Fee required of all, 50 cents. Fees must be paid strictly in advance.

Women Admitted to all courses on same conditions as Men.

For Catalogue, and other information, address

ROBERT C. FOSTER, Sec'y.

July 19, 1879.

LEMUEL MOSS, President.

[9-177]

PETER GRAMLING,

Merchant Tailor

And Dealer in Ready-Made Clothing,

Gents' Furnishing Goods, Trunks & Valises

NO. 35 EAST WASHINGTON STREET,

INDIANAPOLIS, IND.

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BUILDING OF A BRAIN,

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We have the largest stock of Books in the State, and will be glad to send our monthly list of new books to any one sending his address.

Bowen, Stewart & Co.,

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18 West Washington Street.

INDIANA STATE NORMAL SCHOOL, TERRE HAUTE, IND.

WINTER TERM begins January 6, 1880, and ends March 30, 1880.

SPRING TERM begins April 8, 1880, and ends June

THE COURSE OF INSTRUCTION includes the subjects required by law to be taught in the public schools, and also the elements of those branches of science and philosophy, the need of which is daily felt by the people in their industrial, social, and political relations. The character of the instruction is thorough and practical. It keeps constantly in view the wants of the teacher.

SHORT COURSE.—For those who can attend but one term, and who are qualified to receive it, a special course of instruction in methods of teaching, in organizing, classifying, and managing schools will be given at the beginning of the Spring and Fall terms.

EXPENSES.—The impression is abroad that the Indiana State Normal School is a very expensive school. This is entirely erroneous. We feel safe in asserting that there is not a school in the state that can be attended with less expense than this, all assertions to the contrary notwithstanding. First, no tuition is charged. Second, books can be rented in the institution at a nominal sum. Third, good boarding, including an abundance of wholesome, well-prepared food, furnished room, fuel, and light, is obtained for from \$2.00 to \$2.50 per week. A large majority of the students bring all expenses, even washing, within \$2.50 per week, and some as low as \$2.00.

LECTURES.—Courses of lectures are given each term by the president on the Theory and Art of Teaching, embracing School Supervision, Grading, Courses of Study, Examinations, the Art of Instructing and Governing, School Hygiene, and the History of Education and Educational Systems. These are all free. There are also rare opportunities for hearing distinguished popular lecturers from abroad at small expense. Among those who are to be here the coming season are Prof. Proctor, a noted astronomer of England, Mary A. Livermore, Joseph Cook, and Hon. Wm. Wm. Parsons, of England.

LITERARY SOCIETIES.—Two good literary societies are in successful operation. In them the student has an opportunity to develop his powers of expression and gain a knowledge of parliamentary usage.

OBSERVATION AND PRACTICE in the training school. Students are required to observe until they can accurately report and interpret the meaning of each exercise, to practice teaching under criticism until they can plan and conduct recitations and manage classes efficiently.

WHY ATTEND THE STATE NORMAL SCHOOL?—1. Because it is part of the school system of the state, and as such your taxes help to support it.

2. Because its object is to qualify persons to teach in the country schools, the high schools, the city schools, and to act as superintendents of city and county schools. To this end it furnishes the best opportunities to be found in the state.

3. Because the instruction and training are thorough, practical, and just what you need as a teacher.

4. Because you can enter for one term, stay out and teach, return and continue your course, without loss of time.

5. Because every facility for a partial or complete professional teacher's education is at the student's command here.

6. Because the expenses of attending are as low as those of any other institution.

7. Because the tuition is free, a janitor's fee of one dollar being the only charge.

8. Because the entire expense of attending the State Normal School need not exceed \$100 per year.

9. Because the text-books used in the school will be furnished to those students not desiring to purchase them at a small rental per term.

10. Because a diploma from the State Normal School is a State Certificate for life, and authorizes the holder to teach in any public school in the state without receiving a certificate from the county superintendent.

11. Because the demand for teachers who have been educated at the State Normal School is greater than the supply, and good paying situations can be secured by Normal students able to fill them. Graduates are receiving from \$50 to \$140 per month.

12. Because the State Normal School does not promise to do impossible things for its students.

13. Because the greatest need of the state is competent, well-trained teachers; and there is a growing demand among school officers for this class of workers.

14. Because the course can be completed by the average student in eight terms. Students more advanced and having some experience in teaching, can complete the course in less time.

15. Because there is a large and excellent library belonging to the institution, to which students have access without charge. For further information, address

GEO. P. BROWN, President,
Terre Haute, Ind.

THE STANDARD SCHOOL HISTORY.

Ridpath's Grammar School History has been adopted by FORTY-THREE Counties in this State, and is extensively used in many others—and in nearly all the city schools in the State—including Indianapolis, Evansville, Lafayette, etc.

Where this popular history has not been used, we shall be glad to supply the schools at *very low* Introductory and Exchange prices. Retail price, \$1.00. Introductory price 70 cents.

Address,

J. M. OLCOTT,
36 East Market St., Indianapolis.

THE NEWEST, CHEAPEST, AND BEST.

Milne's Inductive Arithmetics meet with favor because they are *inductive* as to *method*; because they combine oral and written exercises in all the lessons; because brief, correct, clear, Eminently Practical, and very cheap.

PRICES.

Milne's First Lessons.	Retail, 25 cents.	Exchange, 10 cents.
Milne's Practical,	" 60 cents.	" 30 cents.

A full set will be sent by mail to teachers for examination, on receipt of 50 cents.

Address,

J. M. OLCOTT,
Indianapolis, Ind.

McAVOY'S DIACRITICAL SPELLER.

SOMETHING NEW AND USEFUL.—There is a lack of specific drill in the use of *Diacritical* marks in most of our schools, and mainly because the means to this end were not at hand in a convenient form for school use. A demand for a brief synopsis of the names and use of Diacritical marks, in connection with a blank for writing spelling lessons, has become very general. This demand is fully met in McAvoy's Diacritical speller, just published, and which is now offered to the public at 10 cents per copy. To the *trade*, and to teachers who wish to supply their own schools, we will make a liberal discount. Samples sent by mail on receipt of the price, 10 cents.

Address

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J. M. OLCOTT, Publisher,
36 East Market st., Indianapolis.

PURDUE UNIVERSITY.

A COLLEGE OF SCIENCE, AGRICULTURE, AND THE MECHANIC ARTS.

Purdue University has three regular courses of study—the Scientific course, including Latin or German; the Agricultural course, including Horticulture; and the Mechanical course, including Practical Mechanics and Mechanical Engineering.

Special courses of study are also provided in the Special Schools of Science, Agriculture, and Mechanics.

The University Academy affords a thorough preparation for the College courses, and also elementary instruction in the sciences for those who can not take a more extended course. Students are permitted to take such studies as they are prepared to pursue. The expenses of students are low. Good table-board is furnished at \$2.50 per week, and the charge for room, heat, and light is only 50 cents a week. The dormitory accommodations are superior. The entrance and incidental fees are \$5 per term.

The next term opens January 6, 1880, and the third term, March 30, 1880. Students, prepared to enter the class, will be admitted at the opening of each term. For full information, send for a catalogue. Address

PRESIDENT OF PURDUE UNIVERSITY,

Lafayette, Ind.

JUST OUT—THE ONLY WORK OF THE KIND.

ANALYSIS BY DIAGRAM S A COLLECTION OF SENTENCES, DIAGRAMMED AND EXPLAINED.

Large 8 vo., 92 pages; price, \$1.25. A Liberal Discount to the Trade.

The system is *new*, most of the sentences are *difficult*, and all *puzzling points* in analysis and grammar are *explained*. It contains more *useful information* and *real help* in its line than any other work. The book is *genuine* and *attractive* in every feature. Sent by mail on receipt of price. Send money by *postal order* or *registered letter*. Address all orders to the author,

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W. F. L. SANDERS, New Albany, Ind.



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Superior Bells of Copper and Tin, mounted with the best Rotary Hangings, for Churches, Schools, Farms, Factories, Court Houses, Fire Alarms, Tower Clocks, Chimes, etc. Fully Warranted.

Illustrated Catalogue sent Free.

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GREENCASTLE, IND.,

Invites to its halls Young Men and Women seeking to lay the foundation of a thorough and practical education. Teaches all the branches required to obtain a

STATE TEACHERS' CERTIFICATE.

SPECIAL ATTENTION GIVEN TO THE

ENGLISH LANGUAGE AND TO SCIENCE

SUPERIOR CONVENIENCES IN ITS

PREPARATORY SCHOOLS.

Military Drill conducted by an Officer of the

UNITED STATES ARMY.

Drill in Elocution by Prof. Robert Kidd. For Circulars and Catalogues,

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ALEXANDER MARTIN, President,

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GREENCASTLE, IND.



Webster's Unabridged

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the United States. NEW EDITION. 1928 Pages. 3000 Engravings. Four Pages Colored Plates. Contains a SUPPLEMENT of 4610 NEW WORDS and Meanings, and a New

Biographical Dictionary

OF OVER 9700 NAMES,

Ancient and modern, including many now living, giving the Name, Pronunciation, Nationality, Profession, and Date of each. Published by

G. & C. MERRIAM,

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Springfield, Mass.

EARLHAM COLLEGE,

In view of the large proportion of her students who, on leaving college, go out to teach, has decided to have a **TEACHERS' DEPARTMENT** in addition to her regular course of study. Said department, in addition to affording an opportunity to review the Common English Branches, will include a daily exercise in Theory and Practice of teaching. The following will be among the subjects discussed and carefully studied: 1. History of Education. 2. School Discipline and Instruction. 3. Mental Science as the Basis of Method. 4. Object Teaching. 5. Application of Mental Science in determining the Method in each Branch. 6. Various Miscellaneous Topics of Interest to the Teacher.

This department will be in charge of Prof. Wm. W. White, Principal of the Preparatory Department, assisted by Prof. Wm. P. Pinkham, well known for several years as Principal of the Southern Indiana Normal School, now Professor of English Literature and Elocution in Earlham College. Lectures on subjects pertaining to the profession will be given by other members of the College Faculty and by educators not connected with the College. The College Libraries, Reading Room, and Museum will be open to this as to the other departments, as are also the regular classes in the College and the Preparatory School. For further information, send for circular to

JOSEPH MOORE, President,

1-2t

RICHMOND, IND.



FORT WAYNE COLLEGE,

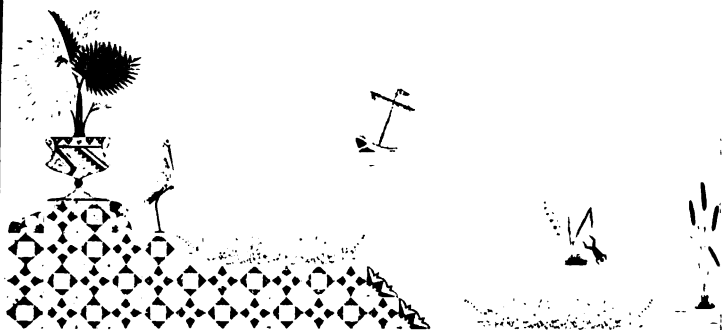
FORT WAYNE, IND.

NORMAL COURSE,
BUSINESS COURSE,
PREPARATORY COURSE,
ACADEMIC COURSE.

*Cash Outlay for an entire School Year may in some cases
be less than \$50, including Board and Tuition.*

\$100 IN ADVANCE

**Pays for Board, Furnished Room, and Tuition for one School Year
of four terms, and many students make the
expense much less than this.**



Free Tuition

Open to all on easy conditions, thus reducing the EXPENSES FAR BELOW those at any other School of this class.

FORT WAYNE, IND., Nov. 18th, 1879.

Received of Prof. Yocum Check on First National Bank for Five Dollars, (\$5), due me on account of Free Tuition for term ending November 7th.

EMMA JONES, Wolf Lake, Ind.

FORT WAYNE, IND., Nov. 18th, 1879.

Received as above, Bank Check for Five Dollars.

RACHEL JONES, Wolf Lake, Ind.

FORT WAYNE, IND., Nov. 18th, 1879.

Received on same account as above, Five Dollars.

SADIE MATTHEWS, Churubusco, Ind.

FORT WAYNE, IND., Nov. 18th, 1879.

Received as above, Five Dollars.

C. M. McMAHON, Perrysburg, Ind.

The following persons in addition to the above, have received Free Tuition, some of them *several times over* :

KATE COREY, Marion, Ind.

ANDREW C. GRUBER, Hicksville, Ohio.

MAUD M. SHOEMAKER, Waterloo, Ind.

F. V. BROADBENT, Marion, Ind.

C. B. TIBBETTS, Bourbon, Ind.

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AND

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HENDRICKS COUNTY, IND.**

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Commercial.	Drawing.
Special Science.	Painting.
Scientific.	Preparatory Medical.
Classical.	Law.
Surveying.	Telegraphic.
Engineering.	Phonographic.

SPECIAL ANNOUNCEMENT.

This Institution has been marked by great prosperity. Organized in 1876, with a handful of students, its influence and reputation have spread far and wide, until it enrolled last year nearly seven hundred pupils, and numbered in its ranks pupils from OVER TWENTY STATES and TERRITORIES, and from NEARLY EVERY COUNTY IN INDIANA. This gratifying and unparalleled success has enabled us to make some valuable additions to our teaching force and facilities for illustration.

PROF. J. A. STEELE, of Lebanon, Ohio, has been engaged as teacher. He is a THOROUGHLY NORMAL instructor, having had thirteen years' experience as student and teacher in the National Normal, in which position he has enjoyed a popularity seldom accorded in any vocation. He comes to the Central Normal richly laden with honors and experience, and will contribute to the school an intense energy and vivacity.

PROF. S. S. HAMILL, of Chicago, author of "Science of Elocution," will give an extended course of lessons in Elocution the spring and summer of 1880. The course will begin about the middle of March, and continue till near the middle of June. It will be **FREE, TWO HOURS A DAY**, to all members of the school.

This is the best opportunity ever offered by a Normal School for the study of Elocution. Teachers, by this extra drill, will have a rare chance to increase their **EFFICIENCY** and their **SALARIES**.

Prof. Hamill is acknowledged by the leading educators and the press to be the most efficient teacher of Elocution in the United States. Only those who have come into contact with his instruction have a just conception of the rapid development that can be made by the drill he gives in **ACTION** and **UTTERANCE**.

Elocution will be **SCIENTIFICALLY** taught. **NO IMITATION RECITATIONS** will be given. Every lesson illustrates a principle; every principle has a practical application.

Pupils will be prepared for teachers of Elocution and Dramatic Readers. Those desiring to make a **SPECIALTY** of Elocution will find an excellent opportunity at Danville. Those desiring to take Elocution in connection with other studies can certainly do no better than here.

PROF. JOSEPH TINGLEY, Ph. D., has been employed by the Central Normal College to establish and take charge of a Laboratory for the manufacture of Scientific Apparatus. Dr. Tingley was for over twenty-five years Professor of Natural Science in Asbury University. He is one of the ablest scientists in this country, and has a national reputation as a genius at construction of apparatus. The greater part of the apparatus of Asbury University was manufactured by him. Many colleges and some Normals are using to-day apparatus constructed by Dr. Tingley. We therefore take pride in announcing that he is at the head of a Laboratory in the Central Normal College. This Laboratory is fitted up with a **STEAM ENGINE, WOOD LATHE, METAL LATHE**, circular saws, boring tools and other machinery for the manufacture of apparatus. The greater part of this machinery has lately been bought new by the Institution to aid in carrying on this manufacturing establishment.

OUR PROPOSITION

Is that all who give time and attention to the subject shall be instructed in the manufacture of apparatus for themselves, and that they shall go forth thoroughly equipped with apparatus of their own for use in their schools.

THE GREAT TROUBLE

Has been that apparatus could not be purchased by the teachers on account of the great expense. But this difficulty is overcome at the Central Normal. By the aid of our machinery and the great mechanical and inventive ingenuity of Dr. Tingley, pupils can go forth thoroughly equipped for enlivening their schools and making themselves indispensable in their respective com-

munities. By the aid of experiments the dull monotony of any school can be broken up; pupils can be caused to enjoy their work.

Prof. Tingley will, in addition to his Laboratory work, instruct specialists in the higher departments of science. There will be no extra charge for this instruction.

AN ILLUSTRATION.—An electrical machine, which would cost \$15 at a retail store, can be made by a pupil, with the aid of Dr. Tingley, for \$2 or \$3, and one answering every purpose and illustrating every principle

CAN BE CONSTRUCTED FOR 25 CENTS!

All the instruction and assistance in this department will be **FREE** to all pupils of the school. In no case will any charge be made except for the material used.

There is in process of construction a magnificent Telescope, showing nearly everything of interest in the heavens.

There is also in process of manufacture an Electrical machine, which, when completed, will be the largest to be found in any institution in Indiana, and will give a spark from TEN to TWELVE INCHES in LENGTH.

Many other pieces of apparatus might be mentioned, but suffice it to say that this work is to be done in the Laboratory of the Central Normal College. The lenses, plates, etc., will be purchased and brought to the Laboratory for mounting, adjusting etc.

SIXTEEN GENERAL ITEMS.

1. The Institution has a strong Faculty of **NORMALLY TRAINED TEACHERS**, marked by culture, enthusiasm and successful teaching.

2. **THE STUDENTS** of this school have been crowned with glorious successes—almost invariably achieving their purposes. Wherever a true Normalite goes he carries with him a spirit of energy and earnestness, and attends closely to his business. There is no class of students so free from drunkenness, gambling and idleness as Normalites.

3. The students while here are received into families and are surrounded by the healthful influences of homes.

4. The accommodations are first-class. The citizens of Danville have donated to the Institution buildings that cost over \$30,000.

5. The School is well equipped with apparatus for illustration. The facilities of every department are first-class.

6. The Commercial Department is supplied with material for actual business. The student completing this course fills offices in every kind of business.

7. Text-books can be rented at ten cents a volume per term. The expense for books can thus be reduced to forty cents per term.

8. Students can select their own studies.

9. Students can enter at any time.

10. In case of sickness pupils are carefully nursed.

11. The School is non-sectarian.

12. The location is beautiful, quiet and healthful.

13. No distinction is made from a standpoint of wealth. Every pupil stands on his merits.

14. None but those working for the accomplishment of a purpose are desired as students.

15. Classes are sustained for pupils of all grades, however backward or however far advanced.

16. THE SCHOOL STANDS ON ITS OWN MERITS AND EXPECTS TO LIVE BY BEING USEFUL.

PLEASE READ!

The Central Normal College is an exponent of the **TRUE NORMAL IDEA**, which, in the last quarter of a century, has revolutionized to a great extent the whole system of education, has turned monasticism into self-government, hatred of study into love of the same, antagonism of pupils into coöperation and sympathy, blind force into living tact, stupidity into enthusiasm, dullness into vim and snap, and inefficiency into vigor and manliness.

Any institution that *crams* is *abnormal*, and such is the teacher who does not teach self-government and inspire his pupils with a love of their work. Hundreds have gone from this school imbued with the "better way." What this age demands, and IS RECEIVING, is men and women who can do—who can accomplish results. What the schools should aid their pupils in acquiring is **POWER** and **MASTERY**. Many institutions are considered *thorough* because they are good at *cramming*; because the ideas of some author or teacher have been thoroughly committed. If this be *thoroughness* we had better strive for something else—the best word we think of is **MASTERY**. Mastery not of words, but thoughts; not of a certain book, but of the subject. This better teaching conduces to the grand element of success, **SELF-RELIANCE**.

WHAT CLASSES WE HAVE.

Grammar.—There are always two classes in Grammar—one *elementary*, the other *advanced*. The Grammar Class has become so widely and favorably known that there is scarcely a necessity of mentioning the advantages here offered in that line. Particular attention is given to definitions and difficult constructions, and an outline of the subject is also made. The last four weeks of every term are given to analysis, at the end of which time almost every pupil is able to analyze the most difficult sentences.

Arithmetic.—There are three grades of classes in Arithmetic—*beginning*, *advanced* and *review*.

Algebra.—Three grades of classes in Algebra are organized at the beginning of every term. One commences the subject. The second commences at Simple Equations and completes the book to "*Problem of the Lights*." The third grade begins at Quadratics and completes the subject.

Geography.—Two grades of classes are sustained every term in Geography. Map Drawing, Physical and Mathematical Geography receive careful attention.

History.—One class is taught in United States History, and one in General History on the Normal plan.

Reading and Spelling.—Much and careful attention is given

every term to Reading and Spelling, especially to such reading as is required in schools, society and the home circle.

Physiology.—Two grades of classes are taught in Physiology and Anatomy—*beginning* and *advanced*. A full line of apparatus is used daily—skeletons, manikins, models, charts, etc.

Natural Philosophy, Chemistry, Zoology, Geology and Botany.—Classes will be formed at the beginning of the term in each of these sciences, and will have the free use of abundant apparatus.

Latin and Greek.—Four grades of classes are sustained every term in Latin. One class is sustained in Greek.

German.—Beginning and advanced classes are taught every term in German. **NO EXTRA CHARGE.**

Mathematics.—*Geometry, Trigonometry, Surveying and Engineering* receive especial attention. The department of Mathematics is in charge of Prof. Steele, a prince of mathematicians.

The very best instruction will be given in Land Surveying, in all its forms, including Leveling, Grading, Laying out Curves, etc., etc. This will be taught by Prof. Steele, who has had practical experience as a surveyor.

A Surveyor's Transit is in use for advanced work in this department. This is a new, perfect and magnificent instrument.

There is provided a Surveyor's Compass for ordinary surveying.

Plane Geometry and Trigonometry are taught every term as introductory to Surveying and Engineering.

Trigonometry will be taught as it is taught nowhere else, practically. The pupils will measure triangles in the field, and apply their methods in the most practical manner. Meridian lines will be established by the classes, the process discussed, and their uses applied.

A Teachers' Training Class will be conducted every term. The drill in this will be worth more than the entire expense of attending the institution.

Rhetoric is taught every term in beginning and advanced classes.

Business Department.—All the classes of this department are in operation every term. The *Business Course* can be commenced at the beginning of any term. Material is furnished for ACTUAL BUSINESS.

Vocal Music is taught every term in two classes. No extra charge.

Penmanship and Drawing are taught every term.

Debating.—The entire School is organized every term in Debating Sections. They receive special instruction in the practical workings of societies.

The **Recitations** in all the classes are an *hour* in length.

Classes are organized every term to meet the needs of all. No one need fear that he will not be accommodated, as we provide for all.

Pupils select their own studies. Advice is always given cheerfully by the teachers.

CALENDAR.

Spring Term of eleven weeks will open February 3, 1880.

Summer Term of eleven weeks will open April 20, 1880.

Review Term of four weeks will open July 6, 1880.

Fourth Annual Commencement will occur July 29, 1880.

Fall Term will open August 31, 1880.

Winter Term will open November 16, 1880.

Students can enter at any time and select their own studies.

EXPENSES.

Tuition, \$8 for eleven weeks, in advance. Good board per week **NOT TO EXCEED** \$1.50. Room rent (room carpeted, completely furnished and kept in order), **NOT TO EXCEED** 50 cents per week.

We give the figures thus positively because many persons are attracted to institutions which make exceedingly *fair* (?) promises, never to be fulfilled. We guarantee that no one shall have to pay **A CENT** more than our advertised rates, while many pay less. A large number have received satisfactory board at \$1.30 per week, while some have boarded at \$1 per week. By self-boardng many reduce their expenses for board to 50 or 60 cents per week.

LOCATION.

Danville, the county seat of Hendricks county, is located twenty miles west of Indianapolis, on the Indianapolis and St. Louis Railroad. It is a beautiful and healthful town, noted for the intelligence and sobriety of its people. Population, about 2,500.

READER.—Do you not need a term's drill at the Central Normal College? Have you ever thought how little the expense will be, and how soon it can be made up by more efficient work? Hundreds of pupils have gone from this institution and demonstrated that the Normal Idea, as taught and lived here, is correct, and that the time and money required to attend a school of this kind are not wasted. One term alone, if well employed, will yield rich results. The satisfactory completion of one of the regular courses will contribute to any one an impetus and advantage to be felt life-long.

If you are not interested in this circular you will confer a favor by handing it to some one who is striving to gain power, and has a desire for a practical education, for a small outlay of money and in a reasonable time.

A catalogue will be sent **FREE** on application. Further particulars will be cheerfully given by letter. Address

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THE NORMAL QUESTION BOOK;

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Contains nearly four thousand questions and answers on the common school branches, arranged in a systematic and philosophical order. The Questions are such as to bring out the most difficult points in each subject and the Answers are taken from the best authorities, with the name of the author, the page, and paragraph from which each answer is taken.

The Questions and Answers are classified as follows:

Questions on Orthography.

Answers to Questions on Orthography.

Questions on Reading.

Answers to Questions on Reading.

Questions on Arithmetic.

Answers to Questions on Arithmetic.

Questions on Grammar.

Answers to Questions on Grammar.

Questions on U. S. History.

Answers to Questions on U. S. History.

Questions on Geography.

Answers to Questions on Geography.

Questions on Mathematical Geography.

Answers to Questions on Mathematical Geography.

Questions on Physical Geography.

Answers to Questions on Physical Geography.

Questions on Physiology.

Answers to Questions on Physiology.

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The work was prepared expressly for the use of teachers in preparing for examinations; and is also adapted to the use of Common Schools, High Schools and Institutes for daily, weekly and monthly reviews. *With an Appendix*, containing outlines of Infinitives, Participles and Analysis in Grammar, Percentage in Arithmetic, Theory and Practice of Teaching, Map Drawing, A Scale of Criticism, A Programme of Studies and Recitations, Rules to be Observed During Examination, and Hints and Suggestions on the Preparation of Mss. Topic List for the Study of Geography, &c. By far the most complete and valuable work of the kind ever issued from the press.

An Immense Sale.

We believe that this book is destined to have a greater sale than any other School work yet published. The first edition and all but a few copies of the second edition were sold before a single copy of the book had been received from the hand of the printer.

Orders were received for it from nearly every State and Territory in the Union, from Canada and from England, previous to the day of publication.

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IN PRESS.

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Designed as an aid to teachers and pupils in the method of teaching and studying by topics. By G. DALLAS LIND, author of *Methods of Teaching in Country Schools*.

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The time is approaching when schools will close for the winter and teachers have money. This is the best time in the year to canvass for books. We want an agent in every county in the U. S. to sell the above named works. They are sure to sell to every teacher, as many of our agents already at work can testify. Write for terms.

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Summer Term begins April 20, 1880.

Short Session begins July 6, 1880.

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8-17

APPLETONS' READERS IN MISSOURI.

FACTS vs. BRAG!

I. The State of Missouri has a law requiring each county to adopt text-books once in five years. The first five years having expired, conventions were held for a second adoption January 6th, 1880.

II. McGuffey's Readers had been used for twenty-five years prior to the first adoption under the law in 1875, and as there were no others offered in opposition at that time, they were continued by nearly all the counties in the State.

III. In the late contest Messrs. Van Antwerp, Bragg & Co., of Cincinnati; Ivison, Blakeman, Taylor & Co., and A. S. Barnes & Co. of New York, formed an offensive and defensive combination against Messrs. D. Appleton & Co.

They took this course because, *first*, they desired to perpetuate the monopoly; and, *second*, they saw and felt that Appletons' Readers were so far superior to anything published by them that it was necessary to combine against a common rival or their antediluvian books were doomed.

Appletons' Readers were *new* and not having had opportunity to compete in former adoptions were not in use, except as the more intelligent Boards had rebelled against the old and expensive books, and had, previous to the convention, ordered Readers to the number of 70,000 copies.

THE RESULT.

Over 100 County Commissioners (Superintendents) recommended Appletons' Readers.

The following 19 counties adopted them :

BENTON,	CARROLL,	CHRISTIAN,
CLAY,	DUNKLIN,	HENRY,
JACKSON,	JASPER,	JOHNSON,
MAHON,	MCDONALD,	MONTGOMERY,
MONITEAU,	PETTIS,	RALIS,
SCOTT, STONE,	POLK,	and NEW MADRID.

These counties embrace the following important towns and cities :

KANSAS CITY,	INDEPENDENCE,	CARTHAGE,
LEE'S SUMMIT,	JOPLIN,	WEBB CITY,
HANNIBAL,	PALMYRA,	CARROLLTON,
SEDALIA,	WARRENSBURG,	CALIFORNIA,
KNOB KNOXTER,	HOLDEN,	PINEVILLE,
TIPTON,	CLINTON,	CALHOUN,
MONTROSE,	MONTGOMERY CITY,	DANVILLE,
NEW LONDON,	and many others,	and contain

MORE THAN 1-5th THE SCHOOL POPULATION OF THE STATE.

Since the conventions the following towns and cities (in counties not adopting Appleton) have rebelled against the retaining of the old books and have adopted Appletons' Readers:

CHILLICOTHE,	LEXINGTON,	ASH GROVE,
SPRINGFIELD,	PLEASANT HILL,	WENTZVILLE,
MARSHALL,	SHELBY,	CHARLESTON,
NEW MADRID,	APPLETON CITY,	BUFFALO,

And over 175 Districts.

Phelps county, *since the convention*, has put Appletons' Readers into over one-half the schools.

The following counties made no adoption, which means that they refuse to continue McGuffey's in the schools:

CALDWELL,	CHARITON,	LIVINGSTON,
MISSISSIPPI,	MONROE,	RAY,
SALINE,	SHELBY,	STODDARD,
		ST. FRANCIS.

Many towns and cities in these counties are now ordering Appletons' Readers. In short, MCGUFFEY'S READERS LOST 29 COUNTIES AND DID NOT GAIN ONE.

"THE BOOM IS STILL BOOMING."

Appletons' Readers achieved "enough glory for one day," but the end is not yet. The more intelligent educators of Missouri are determined to have Appletons' Readers, adoption or no adoption.

Hear what Prof. J. Baldwin, President of State Normal School, Kirksville, says:

APPLETONS' READERS ARE DESTINED TO ACCOMPLISH INCALCULABLE GOOD!

First. THEY WILL EDUCATE OUR TEACHERS AS WELL AS OUR CHILDREN.

Second. THEY WILL NECESSITATE THE REVISION OF ALL EXISTING SERIES.

Third. THE BEST TALENT IN THE COUNTRY WAS DEVOTED TO THE PRODUCTION OF THEM. A NEW ERA IN SCHOOL BOOKS IS THUS INAUGURATED. THE TRADE OF THE MERE COMPILER IS DOOMED, AND THE PUBLISHERS OF SUCH BOOKS WILL NEED TO SEEK OTHER FIELDS OF ENTERPRISE.

PRICES:

	Exchange Price.	Introductory Price.
APPLETONS' FIRST READER.....	\$0.10	\$0.12
APPLETONS' SECOND READER.....	.15	.20
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APPLETONS' FOURTH READER.....	.25	.35
APPLETONS' FIFTH READER.....	.40	.60

A SPLENDID OFFER.

To enable educators and friends of education to examine these books we make the following extraordinary offer:

On receipt of \$1.10 we will send any Teacher, member of Board, or friend of education, *a sample set* of these Readers *pre-paid*. If for any reason it is not desired to retain the books, they *may be returned in good order at our expense and the money will be refunded*.

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A sample set of these two books will be sent by mail on receipt of 50 cents.

PATTERSON'S COMMON SCHOOL SPELLER. This is the most perfect and well graded Speller yet published. It contains practical rules for spelling, and admirably classified list of words. Introductory price 15 cts.; Exchange 11 cts. *Sample copy 10 cents.*

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2-2

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BLOOMINGTON, MONROE COUNTY, IND.

Winter Term begins Jan. 8, 1880. Spring Term, March 25, 1880.

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1. The Course in Ancient Classics; 2. The Course in Modern Classics;
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Also, a Preparatory Course.

The Fall Term begins with the opening of the College Year, Thursday Morning, September 4, 1879. Students to be examined should present themselves two days earlier.

Tuition Free. Contingent Fee, \$3 per Term. Library Fee required of all, 50 cents. Fees must be paid strictly in advance.

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July 19, 1879.

[9-179]

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A FEW REASONS for the Remarkable Growth of this Institution.

1. The course of Study is thorough and practical.
2. Students may enter any time, select their own studies, and advance as rapidly as they may desire.
3. Every department is thoroughly organized and completely furnished.
4. Students enjoy every advantage found at our older institutions of learning, and the expense is not one-fourth as great.
5. The one which has given our School its high position among educational institutions, and which can not be enjoyed where the attendance is small is, that none but thorough, efficient Teachers are employed. Specialists are provided for each department. It is evident to any one that the person who gives his entire time to two or three branches, can accomplish more for his students than the one who is compelled to teach everything. That the salaries of the teachers range from \$1,000 to \$1,800, is evidence of their ability.
6. No change of teachers. While new instructors are added, yet none of the old ones leave. Experience and observation have taught us that a continual change of teachers is detrimental to the interests of the School.

Advantages Enjoyed by the Student.—1. A Thorough Preparatory Course.

2. A Complete Teachers' Course.

3. A Full Collegiate Course, which, at other schools, will cost for board, tuition, room rent, fuel, lights, and washing \$1,600—here the same does not exceed \$300.

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17. Better Accommodations, and at lower rates, than at any other School in the land. By some it may be inferred that there is a separate tuition for each department. This is not the case. One tuition (\$8.00 per term) admits the Student to every class in all of the departments, excepting Instrumental Music, Law, Telegraphy, and Phonography.

In fact, the Student here enjoys every advantage desired, and at an expense less than one-half that of any other School offering equal advantages. We defy competition. Some suppose that it is impossible to supply all of these advantages at the low rates named. One fact will convince all thinking persons that everything is as advertised, and that is the remarkable growth of the School, increasing in six years from an attendance of 25 to an enrollment of 1,723 per term, and this attendance, too, made up of the strongest minds in the land. Test the truthfulness of our statements by giving the School a trial.

Before deciding where to attend School, send for our new 60-page Catalogue, which we have just issued. It fully explains each department. This will be sent free to any address.

WHAT TO DO ON ARRIVING AT VALPARAISO.—On reaching the city, whether by day or by night, come directly to the Principal's office. Some one will be in readiness to wait upon you.

REGULATIONS.

We receive many letters, asking for the Regulations by which the School is governed. Below we give the same:

VALPARAISO, IND., October 12, 1879.

From the above date, the Northern Indiana Normal School will be governed by the following regulations, adopted by the Board of Trustees, October 6th, 1879:

1. Students may enter the School at any time by paying tuition for one term from time of entrance. 2. Should Students pay for more than one term, and be obliged to leave, all tuition, excepting for their term then in progress, will be refunded. 3. When money for board is advanced, and the Student is obliged to leave before the time expires for which payment is made, weekly rates will be charged to time of leaving—the balance refunded. 4. If the work, or rates, are not as advertised, all tuition will be refunded, but for no other cause. 5. In case of sickness, or an absence of more than three weeks, the Student will receive from the Secretary of the Board a certificate, which will entitle him to the unused time, which may be made up at any term. No certificate is transferable. 6. Should it be necessary for a Student to be absent from a class, he must first secure an excuse from the Principal. 7. As far as possible we hold ourselves accountable for the morals of the Students, and the utmost care will be used so that no improper associations will be formed. 8. Students will be dismissed for neglect of duty, for improper conduct, or for engaging in any enterprise outside of the School, without the permission of the Principal. 9. When a Student is dismissed, he forfeits all tuition paid, and all right to a certificate for unexpired term, and can never again be admitted to the School. 10. All names of Students dismissed will so appear in the Catalogue. 11. All Students will be received, or dismissed, at the discretion of the Principal.

These regulations take precedence over all others.

G. BLOCH, Secretary.

A. V. BARTHOLOMEW, Pres't Board of Trustees.

EXPENSES.

Tuition per term, \$3.00. This pays for all of the departments.

BOARDING.—Good board, \$1.40 per week. Furnished rooms, 30 cents per week. \$95 pays for Board, Tuition, and Furnished Room for one year of 44 weeks.

\$26.70 pays for one term of eleven weeks. The large majority of the Students avail themselves of the accommodations at these rates.

THE LADIES' HALLS.—In these the rooms are arranged in suites. Two students have a sitting-room, bed-room, and wardrobe. These buildings are handsomely furnished, and placed in charge of an experienced matron. Hereafter the rates at these Halls will be the same as elsewhere; that is, \$1.70 or \$1.80 per week, according to room.

CLUB BOARDING.—Board, \$1.00 per week. Furnished room, 30 cents per week. At these rates \$77.30 will pay for Board, Tuition, and Furnished Room for one year.

PRIVATE BOARDING HALL.—For those who desire private boarding, a Hall is arranged. At this Hall the rate is \$2.20 per week. This pays for board and furnished room. The accommodations are such as usually cost \$3.00 per week. At this rate \$116.80 pays for Board, Tuition, and Furnished Room for one year of 44 weeks.

At the above rates we furnish rooms as follows: Stove, Bedstead, Bed and Bedding, consisting of Mattresses, Bolster, Pillows, two Sheets, one heavy Comfort, Table, Chairs, Washbowl and Pitcher, Mirror, etc. We furnish everything excepting Towels, Light, and Fuel. Carpet furnished at a very little additional expense. Rooms furnished or unfurnished for self-boarding, at rates as above.

Because no other School approximates these rates, the question "How can this be done?" comes to us frequently. We believe that we can give GOOD REASONS why we are able to furnish accommodations that will satisfy all, and at the low rates indicated: 1. The Boarding Department is under our immediate supervision. 2. We own not only the School Buildings, but the Boarding Houses as well. 3. Valparaiso is located but two hours' ride from Chicago. We have especial arrangements with the best wholesale houses in the city, and buy direct, thus avoiding all commissions. Besides we purchase in such large quantities that we obtain from 40 to 60 per cent. discount. 4. We raise our own produce.

We desire that these rates and advantages be compared carefully with those of any other reliable institution of learning. While expenses are less here than at any other School, we yet feel confident that the accommodations will satisfy all.

It is true that the rates may be made so low as to render it impossible to provide suitable accommodations. Especially is this the case where the boarding houses are not owned by the Institution, but are controlled by private individuals, many of whom are obliged to pay high rents or taxes.

BOOKS.—All books rented at 10 per cent. on cost price.

While we are personally responsible for every statement made in this circular, yet the public may feel more secure to know that each statement is endorsed by the following Board of Trustees:

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For Catalogues or any other information, address H. B. BROWN, Principal.

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Applicants for admission to the next Freshman Class will be examined in the common branches, and also in United States History, Physiology, Physical Geography, and Elementary Algebra, including quadratic equations. Two examinations will be held, the first June 7th and 8th, and the second Sept. 9th and 10th. Applicants who have completed the course of preparatory studies in High Schools, holding the certificate of the State Board of Education, will be admitted without examination.

TERMS.

The third term of the present college year will open Tuesday, March 30th, and continue eleven weeks. The next college year (1880-'81,) will be open Thursday, Sept. 11th.

REVIEWS IN SPRING TERM.

The term of the Academy, opening March 30th, will afford those who desire to prepare to enter the next Freshman Class, an opportunity to review the preparatory branches. The review classes formed will be open to students whose knowledge of the branches taught, is sufficient to enable them to make a good review in eleven weeks. There will be no entrance examination.

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EXPENSES.

The expenses incurred in attending the University the ensuing term, will be only about \$40, as follows: tuition and incidental fees, \$5; room, heat, and light, 50 cents per week; table-board, \$2.50 per week; washing, 50 cents to 75 cents a dozen. The Boarding House, kept by Mr. John F. Hall, furnishes good table-board at the low price of \$2.50 per week. Club boarding may be secured at \$1.75 to \$2 per week.

For further information, address the President,
3-11

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July 19, 1879.

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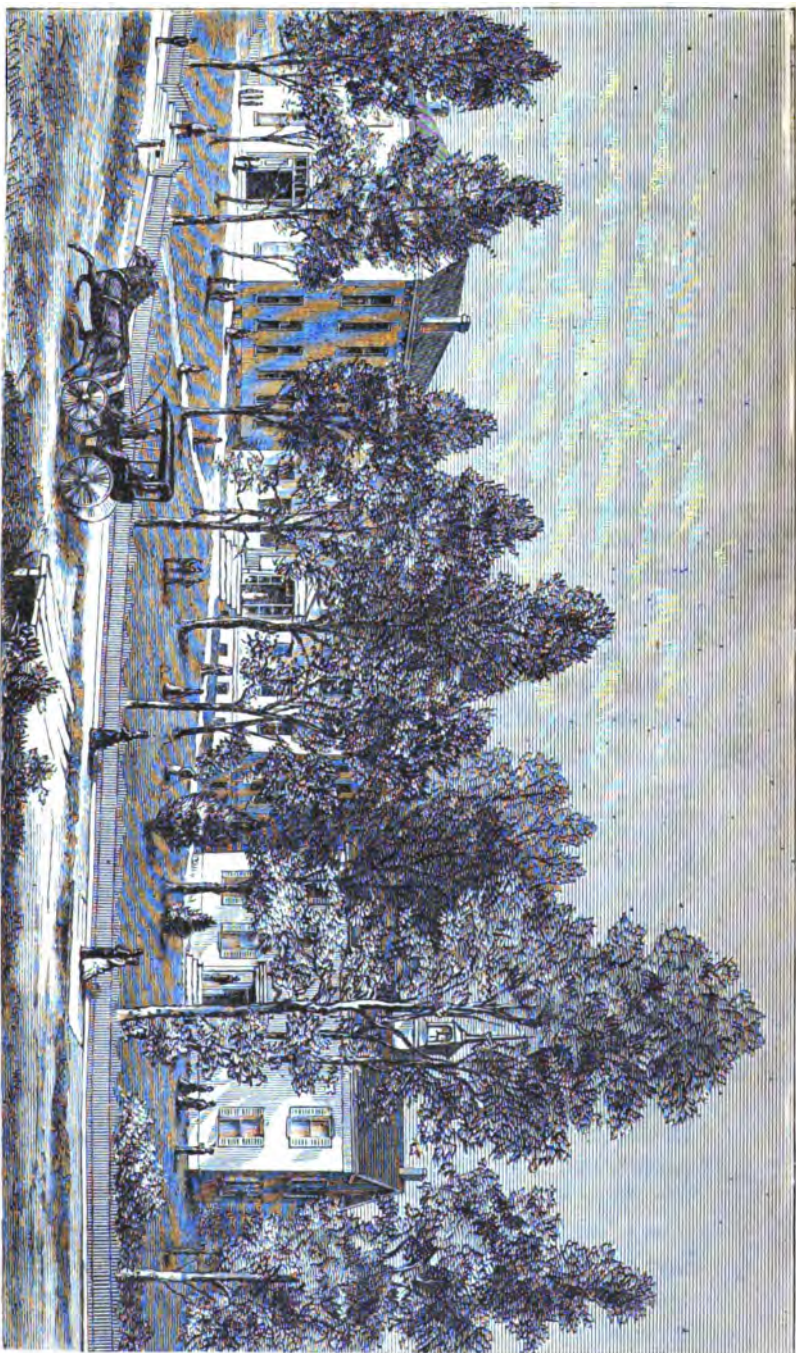
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J. V. COOMBS, Principal.

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1. This Institution is rapidly advancing in **prosperity, vigor and enthusiasm.**
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3. **TWELVE** teachers are here *now* at work. All possess the **TRUE NORMAL SPIRIT.**
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6. Classes are sustained for all grades, from beginning Arithmetic to Astronomy; from English Grammar to Greek.
7. Teachers can find everything just to suit them. Those who want to **advance** the grade of their **certificates**, increase their *salaries*, and be sure of a good *situation*, should not fail to attend our Summer Term.
8. The Training Class is one of the most conspicuous features of this Normal.
9. **THOROUGHNESS**, not **flattery**, is the **Normal Idea.**
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They say they are *coming back*, and will bring their *friends* with them.

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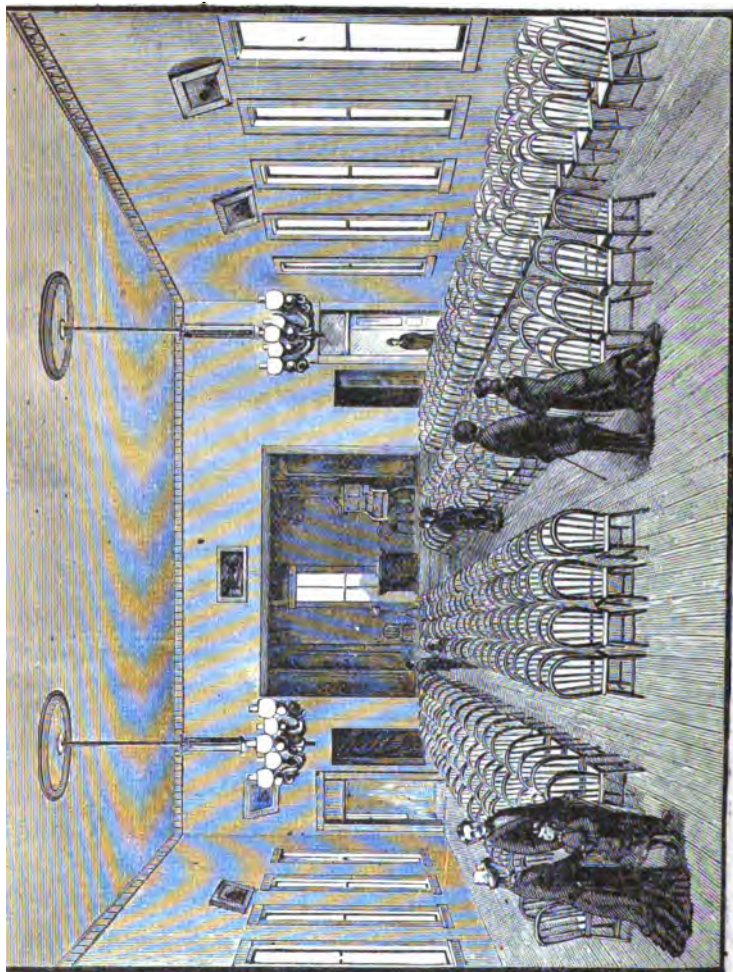
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J. CAVEN.

[From other Educators.]

We, the undersigned teachers, in the Teachers' Association for Southern Indiana, assembled at Bloomington, March 17, 18, 19, 1880, having examined Prof. Houghton's Wall Chart of United States History, Literature and Geography, and being acquainted with its merits, do most cordially recommend it to all as being a work of superior value and usefulness.

And further believing it to be the duty of every one to favor everything honestly calculated to advance the cause of education, and being fully assured that the above named publication is calculated to supply a want long felt by both teachers and pupils, embracing as it does the latest improved methods of instruction in this branch of education, in keeping with the advance of culture and the spirit of the times, affording aid and facilities in the study of history, surpassing anything heretofore presented; and, believing that a work of such usefulness should be placed in all the schools of our country, we do, to this end, most cheerfully recommend it to the earnest consideration of all school boards, boards of education, township trustees, and all those connected with, or interested in, the permanent advancement of useful knowledge.

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ROBERT C. FOSTER, Sec'y.
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LEMUEL MOSS, President.

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Since this is decided, we can with confidence invite students to give our School a trial, feeling assured that any who come and see for themselves how the school is managed, will be perfectly satisfied that the large attendance aids materially in the progress of the Student. There is more life, energy, and enthusiasm, and these result in better work.

A FEW REASONS for the Remarkable Growth of this Institution.

1. The course of Study is thorough and practical.
2. Students may enter any time, select their own studies, and advance as rapidly as they may desire.
3. Every department is thoroughly organized and completely furnished.
4. Students enjoy every advantage found at our older institutions of learning, and the expense is not one-fourth as great.
5. The one which has given our School its high position among educational institutions, and which can not be enjoyed where the attendance is small is, that none but thorough, efficient Teachers are employed. Specialists are provided for each department. It is evident to any one that the person who gives his entire time to two or three branches, can accomplish more for his students than the one who is compelled to teach everything. That the salaries of the teachers range from \$1,000 to \$1,800, is evidence of their ability.
6. No change of teachers. While new instructors are added, yet none of the old ones leave. Experience and observation have taught us that a continual change of teachers is detrimental to the interests of the School.

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 11. A Reading Course in Medicine.
 12. A Course in German free. G. Bloch, a native German, has charge of this department. His ability as a teacher is too well known to need any explanations.
 13. A Course in Telegraphy, unequalled in the West. This department now occupies its new rooms.
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- By some it may be inferred that there is a separate tuition for each department. This is not the case. One tuition (8.00 per term) admits the Student to every class in all of the departments, excepting Instrumental Music, Law, Telegraphy, and Phonography.
- In fact, the Student here enjoys every advantage desired, and at an expense less than one-half that of any other School offering equal advantages. We defy competition. Some suppose that it is impossible to supply all of these advantages at the low rates named. One fact will convince all thinking persons that everything is as advertised, and that is the remarkable growth of the school, increasing in six years from an attendance of 35 to an enrollment of 1,723 per term, and this attendance, too, made up of the strongest minds in the land. Test the truthfulness of our statements by giving the School a trial.
- Before deciding where to attend School, send for our new 60-page Catalogue, which we have just issued. It fully explains each department. This will be sent free to any address.

WHAT TO DO ON ARRIVING AT VALPARAISO.—On reaching the city, whether by day or by night, come directly to the Principal's office. Some one will be in readiness to wait upon you.

REGULATIONS.

We receive many letters, asking for the Regulations by which the School is governed. Below we give the same:

VALPARAISO, IND., October 13, 1879.

From the above date, the Northern Indiana Normal School will be governed by the following regulations, adopted by the Board of Trustees, October 6th, 1879:

1. Students may enter the School at any time by paying tuition for one term from time of entrance. 2. Should Students pay for more than one term, and be obliged to leave, all tuition, excepting for their term then in progress, will be refunded. 3. When money for board is advanced, and the Student is obliged to leave before the time expires for which payment is made, weekly rates will be charged to time of leaving—the balance refunded. 4. If the work, or rates, are not as advertised, all tuition will be refunded, but for no other cause. 5. In case of sickness, or an absence of more than three weeks, the Student will receive from the Secretary of the Board a certificate, which will entitle him to the unused time, which may be made up at any term. No certificate is transferable. 6. Should it be necessary for a Student to be absent from a class, he must first secure an excuse from the Principal. 7. As far as possible we hold ourselves accountable for the morals of the Students, and the utmost care will be used so that no improper associations will be formed. 8. Students will be dismissed for neglect of duty, for improper conduct, or for engaging in any enterprise outside of the School, without the permission of the Principal. 9. When a Student is dismissed, he forfeits all tuition paid, and all right to a certificate for unexpired term, and can never again be admitted to the School. 10. All names of Students dismissed will so appear in the Catalogue. 11. All Students will be received, or dismissed, at the discretion of the Principal.

These regulations take precedence over all others.

G. BLOCH, Secretary.

A. V. BARTHOLOMEW, Pres't Board of Trustees.

EXPENSES.

Tuition per term, \$8.00. This pays for all of the departments.

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\$26.70 pays for one term of eleven weeks. The large majority of the Students avail themselves of the accommodations at these rates.

THE LADIES' HALLS.—In these the rooms are arranged in suites. Two students have a sitting-room, bed-room, and wardrobe. These buildings are handsomely furnished, and placed in charge of an experienced matron. Hereafter the rates at these Halls will be the same as elsewhere; that is, \$1.70 or \$1.80 per week, according to room.

CLUB BOARDING.—Board, \$1.00 per week. Furnished room, 30 cents per week. At these rates \$77 30 will pay for Board, Tuition, and Furnished Room for one year.

PRIVATE BOARDING HALL.—For those who desire private boarding, a Hall is arranged. At this Hall the rate is \$2.20 per week. This pays for board and furnished room. The accommodations are such as usually cost \$3.00 per week. At this rate \$116.80 pays for Board, Tuition, and Furnished Room for one year of 44 weeks.

At the above rates we furnish rooms as follows: Stove, Bedstead, Bed and Bedding, consisting of Mattresses, Bolster, Pillows, two Sheets, one heavy Comfort, Table, Chairs, Washbowl and Pitcher, Mirror, etc. We furnish everything excepting Towels, Light, and Fuel. Carpet furnished at a very little additional expense. Rooms furnished or unfurnished for self-boarding, at rates as above.

Because no other School approximates these rates, the question "How can this be done?" comes to us frequently. We believe that we can give **GOOD REASONS** why we are able to furnish accommodations that will satisfy all, and at the low rates indicated: 1. The Boarding Department is under our immediate supervision. 2. We own not only the School Buildings, but the Boarding Houses as well. 3. Valparaiso is located but two hours' ride from Chicago. We have especial arrangements with the best wholesale houses in the city, and buy direct, thus avoiding all commissions. Besides we purchase in such large quantities that we obtain from 40 to 60 per cent. discount. 4. We raise our own produce.

We desire that these rates and advantages be compared carefully with those of any other reliable institution of learning. While expenses are less here than at any other School, we yet feel confident that the accommodations will satisfy all.

It is true that the rates may be made so low as to render it impossible to provide suitable accommodations. Especially is this the case where the boarding houses are not owned by the Institution, but are controlled by private individuals, many of whom are obliged to pay high rents or taxes.

BOOKS.—All books rented at 10 per cent. on cost price.

While we are personally responsible for every statement made in this circular, yet the public may feel more secure to know that each statement is endorsed by the following Board of Trustees:

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J. C. Flint, Superintendent Boarding Department.....	Valparaiso, Ind.

For Catalogues or any other information, address **H. B. BROWN, Principal.**

Spring term, Jan. 27, 1880; Summer term, April 14, 1880; Review term, June 30, 1880; Fall term, August 27, 1880.

CENTRAL INDIANA NORMAL COLLEGE, LADOGA, INDIANA.

**SUMMER TERM WILL BEGIN APRIL 20, 1880. REVIEW TERM
WILL BEGIN JULY 6, 1880.**

PROSPECTS.

Excellent accommodations for students. A large boarding hall has been completed, and will be occupied next term.

An excellent department of literature will be sustained. General History, Shakespeare and English Criticisms will receive special attention.

Two Classes in Elocution. Elocution, Vocal Music and German taught free.

A class in Surveying will be organized at the beginning of the Summer Term.

EXPENSES.

Twenty-seven Dollars will pay for one term. Table board, from \$1.50 to \$1.75; Room Rent, 40 cents; Book Rent per copy, 10 cents per term; Tuition, \$8.00 per term, \$3.00 for review term.

TAKE NOTICE.

Twelve Normal Teachers employed. Many of our old students are back, others are coming. Prof. T. W. Fields has been added to the faculty. The next term is the term for teachers.

THE TRAINING CLASS will be of great importance. Those who want to raise the grade of their certificate, increase their salary, secure a situation and prepare themselves for their work, can not afford to miss this opportunity.

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For Primary and Grammar Schools. Introduction price, 28c.; Teachers' Edition, 40c.

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Also, a Preparatory Course.

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Tuition Free. Contingent Fee, \$3 per Term. Library Fee required of all, 50 cents. Fees must be paid strictly in advance.

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The attendance is greater by 200 than that of any previous Fall Term.

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Since this is decided, we can with confidence invite students to give our School a trial, feeling assured that any who come and see for themselves how the school is managed, will be perfectly satisfied that the large attendance aids materially in the progress of the Student. There is more life, energy, and enthusiasm, and these result in better work.

A FEW REASONS for the Remarkable Growth of this Institution.

1. The course of Study is thorough and practical.
2. Students may enter any time, select their own studies, and advance as rapidly as they may desire.
3. Every department is thoroughly organized and completely furnished.
4. Students enjoy every advantage found at our older institutions of learning, and the expense is not one-fourth as great.
5. The one which has given our School its high position among educational institutions, and which can not be enjoyed where the attendance is small is, that none but thorough, efficient Teachers are employed. Specialists are provided for each department. It is evident to any one that the person who gives his entire time to two or three branches, can accomplish more for his students than the one who is compelled to teach everything. That the salaries of the teachers range from \$1,000 to \$1,800, is evidence of their ability.
6. No change of teachers. While new instructors are added, yet none of the old ones leave. Experience and observation have taught us that a continual change of teachers is detrimental to the interests of the School.

Advantages Enjoyed by the Student.—1. A Thorough Preparatory Course.

2. A Complete Teachers' Course.

3. A Full Collegiate Course, which, at other schools, will cost for board, tuition, room rent, fuel, lights, and washing \$1,000—here the same does not exceed \$300.

4. One of the Best Commercial Courses in the United States. No extra charge. The Practical Department is supplied with the most extensive line of offices ever attempted by any Commercial College. At other Schools the expenses for the course for board, tuition, room rent, fuel, books, lights, and washing, are \$229—here the same is \$64.40.

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6. A Full Course in Penmanship free. It embraces Plain and Ornamental Penmanship, Pen-Drawing, Pen-Flourishing, etc., etc. This is an advantage found at no other School.

7. A Course in Elocution, which, at other Schools, would cost \$535—here costs but \$100.

8. A Fine Art Course, as complete as that in the Normal Art Training School at Boston, at one-fifth the cost.

9. A Course in Music, equal to that of any Conservatory. No extra charge for Vocal Music.

10. A Course in Law, which offers superior advantages. This department is now fully established, and in charge of Mark L. DeMotte, LL. B., and Hon. H. A. Gillett. All who come will be accommodated.

11. A Reading Course in Medicine.

12. A Course in German free. G. Bloch, a native German, has charge of this department. His ability as a teacher is too well known to need any explanations.

13. A Course in Telegraphy, unequalled in the West. This department now occupies its new rooms.

14. A Course in Phonography.

15. One of the Best Reference Libraries in any school.

16. An abundance of Apparatus, and that for each department.

17. Better Accommodations, and at lower rates, than at any other School in the land. By some it may be inferred that there is a separate tuition for each department. This is not the case. One tuition (8.00 per term) admits the Student to every class in all of the departments, excepting Instrumental Music, Law, Telegraphy, and Phonography.

In fact, the Student here enjoys every advantage desired, and at an expense less than one-half that of any other School offering equal advantages. We defy competition. Some suppose that it is impossible to supply all of these advantages at the low rates named. One fact will convince all thinking persons that everything is as advertised, and that is the remarkable growth of the School, increasing in six years from an attendance of 35 to an enrollment of 1,728 per term, and this attendance, too, made up of the strongest minds in the land. Test the truthfulness of our statements by giving the School a trial.

Before deciding where to attend School, send for our new 60-page Catalogue, which we have just issued. It fully explains each department. This will be sent free to any address.

WHAT TO DO ON ARRIVING AT VALPARAISO.—On reaching the city, whether by day or by night, come directly to the Principal's office. Some one will be in readiness to wait upon you.

REGULATIONS.

We receive many letters, asking for the Regulations by which the School is governed. Below we give the same:

VALPARAISO, IND., October 13, 1879.

From the above date, the Northern Indiana Normal School will be governed by the following regulations, adopted by the Board of Trustees, October 6th, 1879:

1. Students may enter the School at any time by paying tuition for one term from time of entrance. 2. Should Students pay for more than one term, and be obliged to leave, all tuition, excepting for their term then in progress, will be refunded. 3. When money for board is advanced, and the Student is obliged to leave before the time expires for which payment is made, weekly rates will be charged to time of leaving—the balance refunded. 4. If the work, or rates, are not as advertised, all tuition will be refunded, but for no other cause. 5. In case of sickness, or an absence of more than three weeks, the Student will receive from the Secretary of the Board a certificate, which will entitle him to the unused time, which may be made up at any term. No certificate is transferable. 6. Should it be necessary for a Student to be absent from a class, he must first secure an excuse from the Principal. 7. As far as possible we hold ourselves accountable for the morals of the Students, and the utmost care will be used so that no improper associations will be formed. 8. Students will be dismissed for neglect of duty, for improper conduct, or for engaging in any enterprise outside of the School, without the permission of the Principal. 9. When a Student is dismissed, he forfeits all tuition paid, and all right to a certificate for unexpired term, and can never again be admitted to the School. 10. All names of Students dismissed will so appear in the Catalogue. 11. All Students will be received, or dismissed, at the discretion of the Principal.

These regulations take precedence over all others.

G. BLOCH, Secretary.

A. V. BARTHOLOMEW, Pres't Board of Trustees.

EXPENSES.

Tuition per term, \$8.00. This pays for all of the departments.

BOARDING.—Good board, \$1.40 per week. Furnished rooms, 30 cents per week. \$95 pays for Board, Tuition, and Furnished Room for one year of 44 weeks.

\$26.70 pays for one term of eleven weeks. The large majority of the Students avail themselves of the accommodations at these rates.

THE LADIES' HALLS.—In these the rooms are arranged in suites. Two students have a sitting-room, bed-room, and wardrobe. These buildings are handsomely furnished, and placed in charge of an experienced matron. Hereafter the rates at these Halls will be the same as elsewhere; that is, \$1.70 or \$1.80 per week, according to room.

CLUB BOARDING.—Board, \$1.00 per week. Furnished room, 30 cents per week. At these rates \$77.30 will pay for Board, Tuition, and Furnished Room for one year.

PRIVATE BOARDING HALL.—For those who desire private boarding, a Hall is arranged. At this Hall the rate is \$2.20 per week. This pays for board and furnished room. The accommodations are such as usually cost \$3.00 per week. At this rate \$116.80 pays for Board, Tuition, and Furnished Room for one year of 44 weeks.

At the above rates we furnish rooms as follows: Stove, Bedstead, Bed and Bedding, consisting of Mattresses, Bolster, Pillows, two Sheets, one heavy Comfort, Table, Chair, Washbowl and Pitcher, Mirror, etc. We furnish everything excepting Towels, Light, and Fuel. Carpet furnished at a very little additional expense. Rooms furnished or unfurnished for self-boarding, at rates as above.

Because no other School approximates these rates, the question "How can this be done?" comes to us frequently. We believe that we can give GOOD REASONS why we are able to furnish accommodations that will satisfy all, and at the low rates indicated: 1. The Boarding Department is under our immediate supervision. 2. We own not only the School Buildings, but the Boarding Houses as well. 3. Valparaiso is located but two hours' ride from Chicago. We have especial arrangements with the best wholesale houses in the city, and buy direct, thus avoiding all commissions. Besides we purchase in such large quantities that we obtain from 40 to 60 per cent. discount. 4. We raise our own produce.

We desire that these rates and advantages be compared carefully with those of any other reliable institution of learning. While expenses are less here than at any other School, we yet feel confident that the accommodations will satisfy all.

It is true that the rates may be made so low as to render it impossible to provide suitable accommodations. Especially is this the case where the boarding houses are not owned by the Institution, but are controlled by private individuals, many of whom are obliged to pay high rents or taxes.

BOOKS.—All books rented at 10 per cent. on cost price.

While we are personally responsible for every statement made in this circular, yet the public may feel more secure to know that each statement is endorsed by the following Board of Trustees:

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J. C. Flint, Superintendent Boarding Department.....	Valparaiso, Ind.

For Catalogues or any other information, address H. B. BROWN, Principal.

Spring term, Jan. 27, 1880; Summer term, April 14, 1880; Review term, June 30, 1880; Fall term, August 27, 1880.

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Milne's First Lessons in Arithmetic.....	.20	.25
Milne's Practical Arithmetic.....	.40	.60
Forbriger's Stigmographic Manual for Primary Drawing.....	.50	.60
Forbriger's Stigmographic Paper per Package, 100 Sheets.....	.25	.40
Forbriger's Patent Drawing Tablets, Number 1.....	.10	.15
Forbriger's Patent Drawing Tablets, Numbers 2, 3 and 4.....	.15	.20
Forbriger's Patent Drawing Tablets, Numbers 5, 6 and 7.....	.20	.30
Bigsby's First Lessons in Philosophy.....	.50	.75
Milne's Key to Practical Arithmetic, embracing Model Solutions.	.60	.80
McAvoy's Diacritical Speller.....	.10	.10

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Grant's Tour Around the World.....	3.00	3.50
Man's Strength and Woman's Beauty.....	2.00	2.50
Western Wilds and the Men who Redeem Them.....	3.00	3.50
Cross and Crown.....	3.00	4.50
Thompson's Medical Adviser.....	3.50	4.00
Parson's Laws of Business—Revised Edition.....	3.75	4.25
Fowler's Sexual Science.....	3.75	4.50
Pictorial History of the World.....	5.00	6.00
Lyman's Historical Chart.....	3.50	4.50
Pictorial Family Bibles, elegantly bound, 1500 pp., 2500 Illustn's.	5.00	12.00
Encyclopedia of Education.....	5.00	6.00
Life of Zachariah Chandler.....	2.50	3.25
Reminiscences of Early Methodism in Indiana.....	1.50	2.50
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By T. R. VICKROY, A.M. A concise and accurate treatment of the various topics, by the popular catechismal method. Introduction price, 35 cts.; for examination, 25 cts.

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FIRST LESSONS IN PHYSIOLOGY. By C. L. HOTZE. Introduction price, 60 cts.; for examination, 50 cts.

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Western Wilds and the Men who Redeem Them.....	3.00 3.50
Cross and Crown.....	3.00 4.50
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Fowler's Sexual Science.....	3.75 4.50
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ROBERT C. FOSTER, Sec'y.

July 19, 1879.

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THOMAS JEFFERSON BASSETT, A.M.,
INSTRUCTOR IN ANCIENT LANGUAGES.

ALICE DOWNEY, A.B.,
INSTRUCTOR IN THE ENGLISH LANGUAGE.

COURSES OF STUDY.

FRESHMAN CLASS.

Classical.

REQUIRED.

Geometry, Plane Trigonometry and Mensuration of Planes and Solids—*Loomis*. Cicero's Orations and De Amicitia—*Allen and Greenough*; Ancient Geography—*Tozier*; Composition—*Allen*; Extemporaneous Translation—*Bennett's Easy Latin Stories*; Lectures on Syntax. Homer's Iliad and Exercises in Greek Syntax—*Boise*; Xenophon's Memorabilia; Geography of Hellas; Greek Mythology; Homeric Dialects.

ELECTIVE.

English Composition and Rhetorical Praxis—*Quackenbos*; Chemistry—*Atfield*; Botany—*Gray*.

Philosophical.

REQUIRED.

The same as the classical course, excepting Greek, and including the elective studies.

SOPHOMORE YEAR.

Classical.

REQUIRED.

Odes, Epodes, Satires and Epistles of Horace—*Lincoln*; Prosody and Scanning; Ancient Geography; Composition; Mythology—*See-man's*; Extemporaneous Translations—*Walford's Extracts*; Lectures on Antiquities. Selections from Herodotus—*Mather*; Athenian History; Thucydides; Lysias's Orations; System of Jurisprudence.

ELECTIVE.

Ancient, Mediæval and Modern History—*Thalheimer*; Orations. German Grammar—*Whitney*; Questions and Exercises—*Earp*; William Tell; Conversations in German. Surveying, Navigation and Spherical Trigonometry; Analytical Geometry; Differential Calculus—*Loomis*. Botany; Sanitary Science; Mineralogy—*Dana*; Biology—*Martin*.

Philosophical.

REQUIRED.

Odes, Epodes, Satires and Epistles of Horace—*Lincoln*; Prosody and Scanning; Ancient Geography; Composition; Mythology—*See-man's*; Extemporaneous Translations—*Walford's Extracts*; Lectures on Antiquities.

ELECTIVE.

Ancient, Mediæval and Modern History—*Thalheimer*; Orations. German Grammar—*Whitney*; Questions and Exercises—*Earp*; William

Tell; Conversations in German. Surveying, Navigation and Spherical Trigonometry; Analytical Geometry; Differential Calculus—*Loomis*. Botany; Sanitary Science; Mineralogy—*Dana*; Biology—*Martin*.

JUNIOR YEAR.

Classical.

REQUIRED.

English Literature—*Smith's Shaw*; Logic—*Coppee*; Orations. The Intellectual Powers—*Haven*. Plato's Apology; Greek Philosophy; Lyric Poets—*Tyler*; Select Orations of Demosthenes; Athenian Oratory.

Philosophical.

REQUIRED.

English Literature—*Smith's Shaw*; Logic—*Coppee*; Orations. The Intellectual Powers—*Haven*.

ELECTIVE.

Political Science. Questions on German Grammar and Exercises—*Earp*; Schiller's *Glocke*; Goetz von Berlichingen; *Keetel's* Elementary French Grammar. Differential and Integral Calculus—*Loomis*; Mechanics—*Peck*. *Lincoln's* Livy; *Tyler's* Histories of Tacitus; *Bender's* History of Roman Literature; Extemporaneous Translations—*Walford's* Extracts; Physics—*Atkinson's* Ganot.

SENIOR YEAR.

REQUIRED.

The Sensibilities and the Will—*Haven*; Moral Science—*Gregory*; History of Ethical Philosophy; Lectures; Essays and Orations; Butler's Analogy; *Æsthetics*.

ELECTIVE.

Political Economy—*Wayland*; History of Civilization—*Guizot*; International Law—*Woolsey*. Analytical French Reader—*Keetel*; *Le Cid*; *Athalie*. Astronomy—*Loomis*; Lectures. The Latin Dramatists and Satirists. The *Alcestis*; Greek Tragedy and Tragedians; *Crito*. Astronomy—*Norton*; Geology—*Dana*.

Terms of Admission.

Applicants for admission to the Freshman Class should be at least fourteen years old, and must pass a satisfactory examination on all the studies of the Preparatory Course.

Candidates for advanced standing will be examined on the Preparatory studies, and also on those previously pursued by the classes which they purpose to enter, or in other studies equivalent to them.

Students applying for admission to the College Department must present to the Treasurer certificates of promotion by the Faculty, or of examination from the Principal of the Preparatory Department.

No one will be admitted later than the beginning of the Senior Year.

Entering the University will be considered a pledge to obey its rules and to conform to its regulations.

Requisitions for Admission.

The requisitions for the Freshman class for 1880-81 will be:

Classical.

1. Penmanship.
2. English Grammar.
3. Arithmetic.
4. Six Terms of Latin.
5. Algebra.
6. Elements of Composition.
7. Physiology.
8. Five Terms of Greek.

Philosophical.

1. Penmanship.
2. English Grammar.
3. Arithmetic.
4. Six Terms of Latin.
5. Algebra.
6. Elements of Composition.
7. Physiology.
8. Physical Geography, Natural History, Natural Philosophy, Astronomy.

Required Studies.

Four studies (three in the third term of the Senior year) of five recitations per week constitute the quantum of work expected of each student. These are to consist of the required studies, together with as many electives of any year whatever as will complete the number. Fewer or more studies will be permitted only by special action of the Faculty in each case. Fewer are undesirable, except in cases of physical inability, and more will usually result in superficiality.

Elective Studies.

Students are earnestly recommended to choose their elective studies from those departments which are most likely to lead to their future pursuits, and to choose all the studies of a few departments rather than a few from many. Elections are expected to be made only of such branches as the student is properly prepared for. The Professors in the several departments will reserve the right to reject any who are incompetent to do the work with credit.

Library and Reading Room.

The Faculty are fitting up a large and commodious library and reading room, to be open each day, to which all students, under suitable restrictions, will have access, when not occupied with their recitations. By a recent order of the Joint Board of Trustees and Visitors, a library fee of twenty-five cents will be charged, the proceeds of which will be invested in books. The Whitcomb Library Fund yields also about one hundred and twenty-five dollars per year. From other sources the library obtains about one hundred dollars per year. Considerable additions to the library are making this summer, which will be of immediate service at the opening of the new year.

Boarding.

A few students rent rooms, furnish them and board themselves, In such cases the expense is about \$1.50 per week. Ladies live in this

way as well as gentlemen. Other students rent furnished rooms and board in clubs consisting of fifteen to twenty-five. There is always abundant opportunity to board in this way. The expense is now about \$2.10 per week. The price of rooms furnished and taken care of is from fifty to seventy-five cents per week. Private boarding in families can be had without difficulty at \$3.25 to \$4.00 per week. The friends and parents of students are invited to correspond with the Faculty, who will take pleasure in furnishing information or rendering them any assistance that may be desired.

Other Expenses.

The only charges made by the University are \$5.00 per term for contingent expenses and twenty-five cents per term library fee, paid in advance. This contingent expense enables the University to meet the expenses of fuel, janitor, repairs, printing catalogues, advertising, chemicals for the use of the Professor and other incidentals such as are absolutely indispensable. The endowment fund is pledged to be used for the purpose of furnishing instruction. The expense of instruction is furnished in this way.

The entire expense of books necessary in the two Preparatory Years is about \$20.00. The expense during the Freshman Year is \$8.65; Sophomore Year, \$11.05; Junior Year, \$15.50; Senior Year, \$16.85. The dictionaries needed by a student during his college course can be had for \$25.00, making the total outlay for six years an average of about \$16.00 per year. In case the students buy in part second-hand books (a custom quite common), the expense can be reduced from one-third to one-half.

The expense for clothing need not exceed \$75.00. Washing will cost on an average \$10.00 per year.

Incidental expenses vary according to the habits of the student, the amount of money at their command, and their accountability for its use. The entire expense of living at college, not including clothing, need not in any case exceed \$175.00 per year, either for ladies or gentlemen. The Faculty earnestly recommend the friends and parents of students to insist upon a regular and systematic accountability for the funds placed at their disposal, believing that economical habits should be acquired during college life by those of large as well as by those of limited means.

Traveling Expenses.

Through the generosity of the Vandalia and I. & St. L. railroads running east and west through Greencastle, students purchasing tickets at this place, on presenting a permit from the President of the University, and paying full fare to the place of destination, will be returned to Greencastle free.

What to do on arriving at Greencastle.

Come, if possible, on Monday, September 13th. Sooner is not necessary. Later will not give the proper time for making arrangements for work. On arriving at Greencastle, if at night, go to a hotel; if in the day time, leave your trunk at the depot and go direct to the College. Inquire for Professor Earp, who will furnish you all the

information you need respecting rooms and board. Professor DeMotte is appointed by the Faculty to give information respecting the examinations of preparatory students, and to determine the eligibility of all candidates for the college department. Candidates for the higher classes will be examined and promoted by the respective Professors, after they have obtained a certificate of admission to the college department. After examinations are passed, you will obtain a card of admission from Professor Earp, on payment of the contingent and library fees. President Martin will indorse on the card the name of your class, and assign your seat in the chapel. On Wednesday, at 7:40 A. M., all students assemble in Meharry Hall, occupy their respective seats, hear announcements of recitations for the term, and are ready for work.

PREPARATORY DEPARTMENT.

Enlargement.

The building that has taken the place of the one destroyed by fire is ninety-nine feet long and eighty-nine feet wide, with three stories, respectively fifteen, seventeen and twenty feet in height. For the purposes of faithful study and successful teaching, its arrangement is complete. It is known as West Hall.

The rooms of the entire building are commodious, well ventilated, and are warmed by steam.

Examinations

Will not be required of candidates for the Junior Class at the *beginning of the year*, provided they have completed the grades of the ordinary Public Schools, and are not too young to accomplish the stipulated work of the Department. After the first term is begun, candidates for admission to the Junior Class, and, at any time, candidates for admission to higher classes will be *required to pass rigid examinations upon all the studies not marked "Optional" in the course, so far as pursued by the class for which they are candidates.*

A thorough knowledge of the texts thus indicated, or their full equivalents, will be insisted upon.

Libraries, Etc.

A library of Cyclopædias, Dictionaries, Gazetteers and Charts has been placed in the Assembly Room during the year for the use of the Department. The names of the donors are stamped upon the books.

The literary societies of the University proper, the libraries, literary and scientific lectures, and other stimuli to mental effort and excellence, are open to the students of the Preparatory Department.

Scarcely a city in the West can offer more inducements to moral growth than does Greencastle, with her new churches, her excellent ministry, and her comparative absence of vicious attractions.

COURSE OF STUDY.

Below is given the Course of Study for the current year, upon which the full THREE YEARS' PREPARATORY COURSE, to appear in the next annual catalogue, is based.

JUNIOR YEAR.

Fall Term, 1880.

Arithmetic—*Milne*.
 Grammar—*Ridpath*.
 Music—*Blackman* and *Whitemore*,
 No. 4.
 Penmanship—*Payson*, *Dunton* and
Scribner.
 Physical and Descriptive Geogra-
 phy—*Harper's School*, to Ch.
 LXXV.
 Thought Analysis.

Winter Term, 1881.

Arithmetic—*Milne*.
 Grammar—*Ridpath*.
 Introductory Algebra—*Olney's* In-
 troduction, to Section XVIII.
 Music.
 Orthoepy and use of Webster's
 Dictionary.
 Physical and Descriptive Geogra-
 phy; finished.

Spring Term, 1881.

Algebra — *Olney's* Introduction,
 finished.
 Arithmetic—*Milne*, completed.
 Elements of Astronomy (Class
 work).
 English Grammar, completed, and
 Composition.
 Music.
 Readings in Prose.

SENIOR YEAR.

Fall Term, 1880.

Algebra—*Olney's* Complete School.
 Composition—*Hart*.
 Latin—*Cæsar*, *Chase* and *Stewart*.
 Music—*Blackman* and *Whitemore*,
 No. 4.
 Physics—*Norton*.
 Readings in Poetry.
 Spelling—*Westlake's* 3,000 Words.

Winter Term, 1881.

Algebra — *Olney's* Complete, fin-
 ished.
 Composition—*Hart*.
 Latin—*Cæsar*, *Chase* and *Stewart*.
 Grammar, *Allen* and *Greenoch*.
 Music.
 Physiology—*Dalton*.
 Reading—*Merchant of Venice*—
Hudson's Text.
 Zoology—*Jordan's* Manual of Ver-
 tebrates.

Spring Term, 1881.

Composition—*Hart*.
 Latin—As above; and Prose Com-
 position—*Jones*.
 Music.
 Plane Geometry—three books—
Loomis.
 Reading—*Merchant of Venice*—
Hudson's Text.
 United States History—*Ridpath*.
 Zoology—As above.

CALENDAR FOR 1880-'81.

1880.

Sept. 18th and 14th....Examination of Candidates for Class Standing.

Sept. 15th.....First Term begins.

Dec. 20th and 21st.....Term Examinations.

Dec. 21st.....Term Literary Exercises of the Junior Class.

Dec. 22d.....First Term ends.

1881.

Jan. 5th Second Term begins.

Feb. 22d.....Exercises in honor of Washington's Birthday, and Literary Contest
of the Philological and Platonean Societies.

March 28th and 29th...Term Examinations.

March 29th.....Term Literary Exercises of the Sophomore Class.

March 30th.....Second Term begins.

1881.

April 5th.....Third Term begins.

May 26th to 27th.....Final Examination of the Senior Class.

June 16th to 18th.....General Examination of Classes.

June 19th.....Baccalaureate Sermon and Annual Lecture.

June 21st.....Meeting of the Joint Board of Trustees and Visitors.

June 22d.....Literary Exercises and Reunion of the Society of Alumni.

June 28d.....Commencement Day.

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The College provides three general courses of study—

I. The Scientific Course.

II. The Agricultural Course.

III. The Mechanical Course.

Applicants for admission to the Freshman class in September next will be examined in the common English branches, and also in Elementary Algebra (including quadratic equations), United States History, Physiology, and Physical Geography. The examinations will be held September 7th and 8th, 1880.

Applicants who have completed their course of preparation in High Schools holding the certificate of the State Board of Education, will be admitted without examination.

Applicants will be admitted to the University Academy without examination, if their knowledge of the common branches is believed to be sufficient to enable them to make a thorough review of these branches in six months.

Applicants for the second year's course will be examined in the common branches and also in Physiology or U. S. History.

All Departments of the University are open to young women as well as to young men. The dormitory and boarding accommodations for young women are excellent.

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Prof. John H. Binford is a graduate of the National Normal. He was Superintendent of Little Rock schools, Arkansas; County Superintendent of Hancock, and Superintendent of the Greenfield schools. For two years he has been practicing law, but now returns to his first profession, teaching. He is universally admired by his pupils.

Miss Emma Dailey is a classic graduate. Professors Holbrook, Stephens and Kinsey recommended her as one of the most thorough teachers that has ever graduated in the National Normal. She is a thorough Latin scholar.

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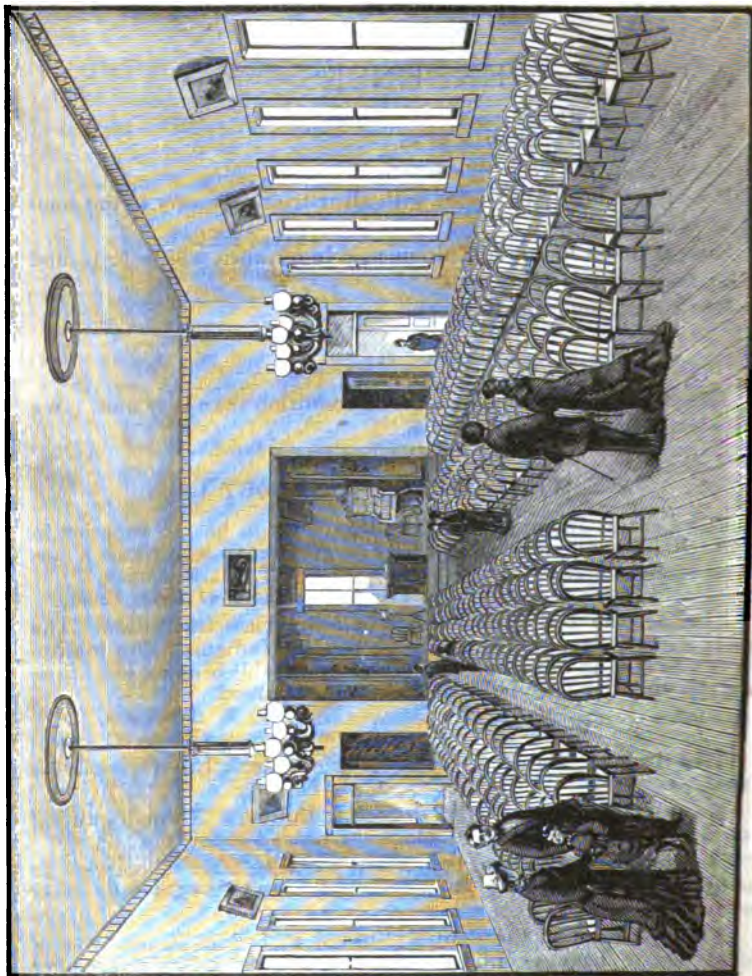
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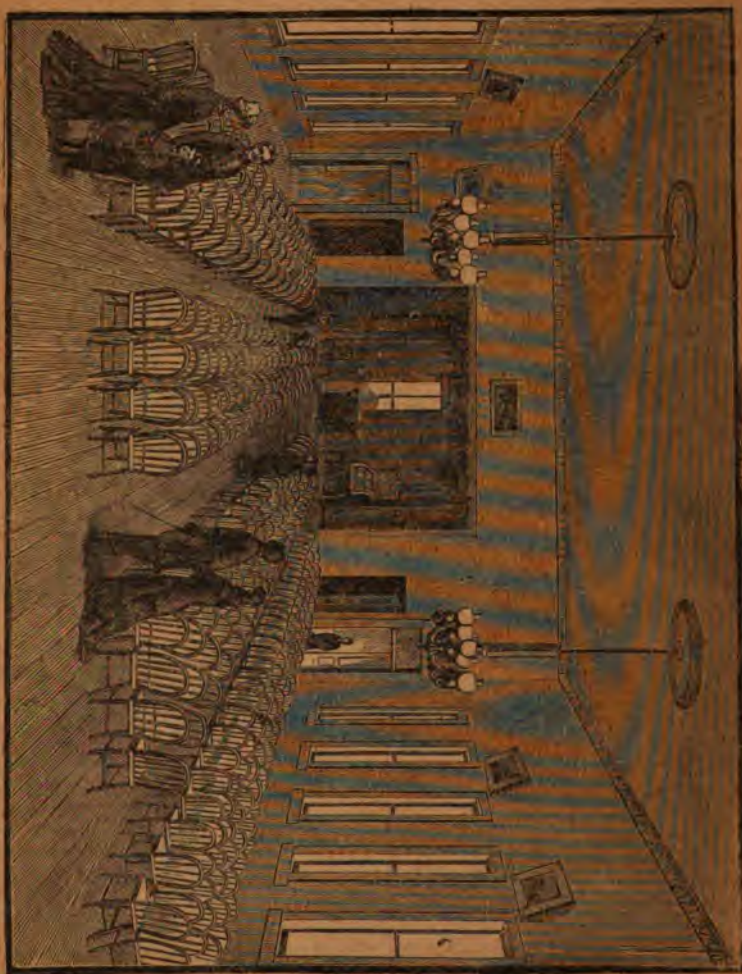
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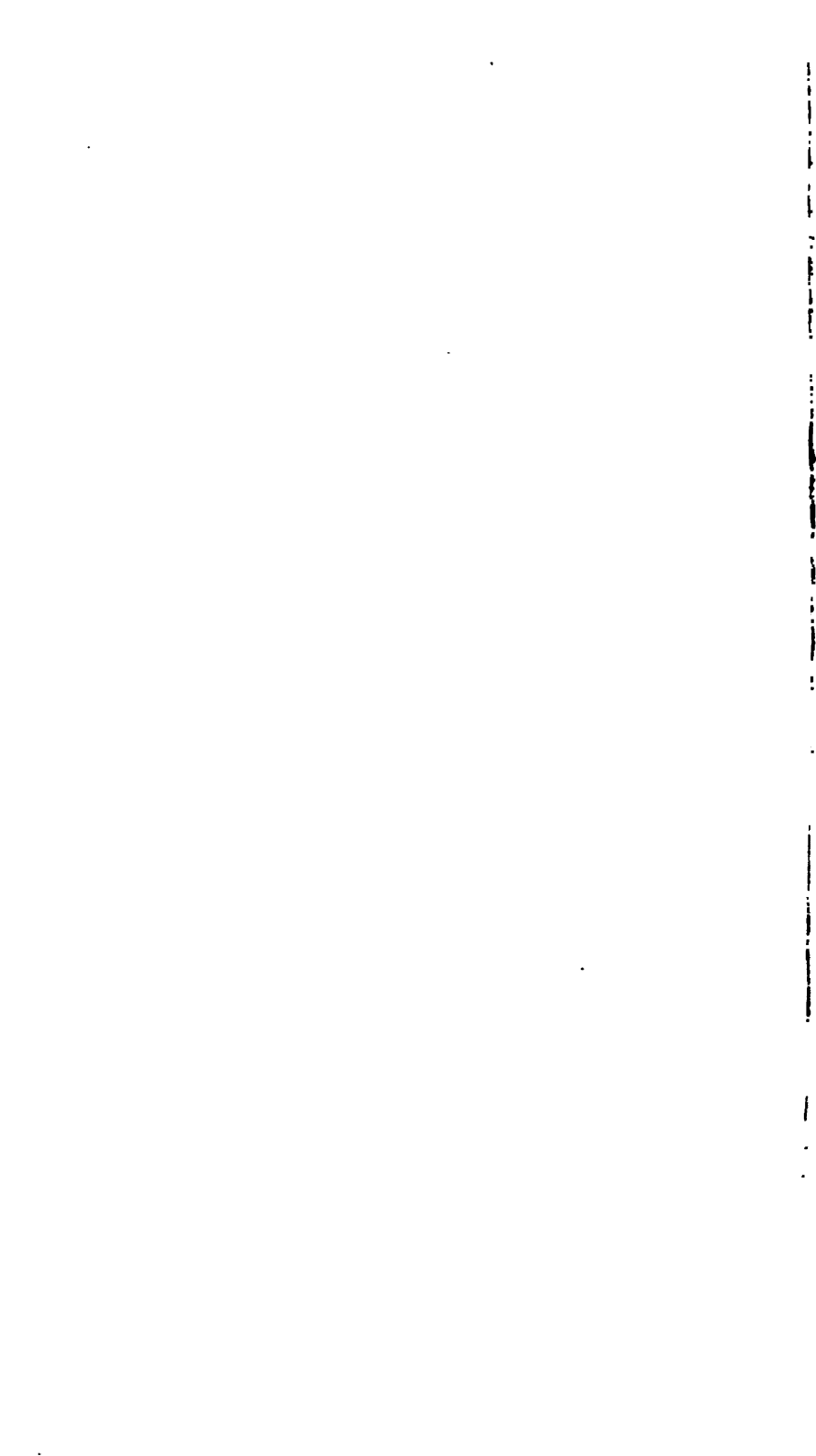
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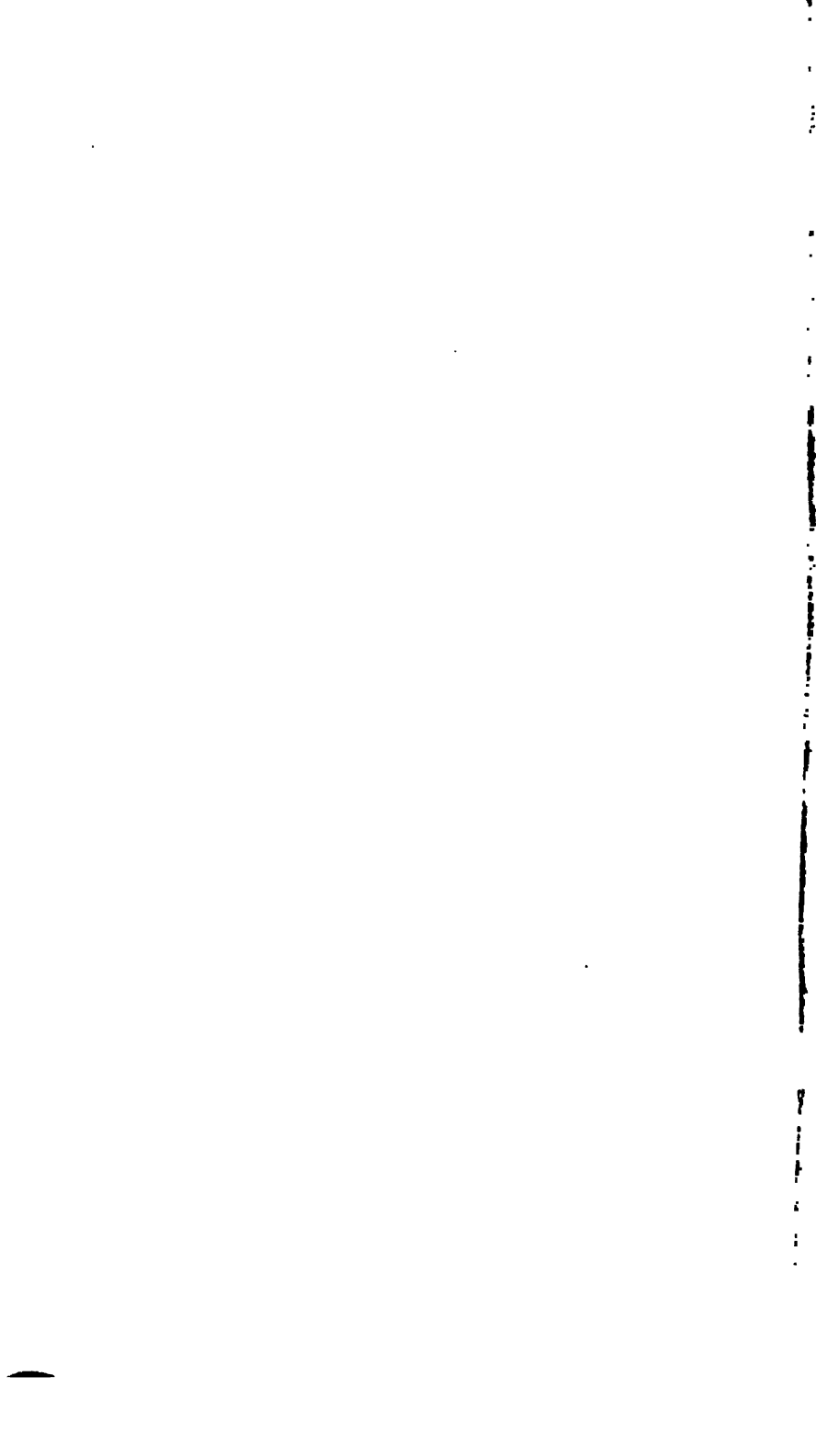
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